R E P O R T   R E S U M E S

ED 015 881 SP 000 521

TEACHER EDUCATION IN A SOCIAL CONTEXT. WORKING COPY.

BY- KLOPF, GORDON J. BOWMAN, GARDA W.
BANK STREET COLL. OF EDUCATION, NEW YORK, N.Y.

PUB DATE JAN 66
EDRS PRICE MF-$1.75 HC-$16.68 415P.

DESCRIPTORS- ADMINISTRATOR ATTITUDES, CULTURAL DISADVANTAGEMENT, *CURRICULUM, *DISADVANTAGED YOUTH, *EDUCATIONAL PROGRAMS, INSTITUTES (TRAINING PROGRAMS), *PROGRAM EVALUATION, PROGRAM IMPROVEMENT, SCHOOL PERSONNEL, SUMMER SCHOOLS, SUPERINTENDENTS, TABLES (DATA), *TEACHER EDUCATION,

THIS STUDY OF THE PREPARATION OF SCHOOL PERSONNEL FOR WORKING WITH DISADVANTAGED CHILDREN AND YOUTH CONTAINS SECTIONS ON -- (1) PROFILES OF 5 OEO AND 13 NDEA PROGRAMS, (2) CASE STUDIES OF SELECTED PROGRAMS, INCLUDING THE NDEA SUMMER INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH AND THE INSTITUTE FOR TRAINING ASSISTANTS IN PRESCHOOL AND DAY CARE CENTERS FOR UNDERPRIVILEGED CHILDREN IN ANTI-POVERTY TARGET AREAS IN BOSTON, (3) THE PROGRAMS AS PERCEIVED BY DEANS OF EDUCATION AND SCHOOL SUPERINTENDENTS, (4) SPECIFIC PROGRAMS AS PERCEIVED BY DIRECTORS, (5) THE PROGRAMS AS PERCEIVED BY THE PARTICIPANTS, AND (6) THE RECOMMENDATIONS FOR IMPROVING PROGRAMS. AMONG THE MAJOR CONCLUSIONS ARE -- (A) TEACHER EDUCATION CURRICULA SHOULD DEAL INTENSIVELY WITH THE PROCESSES OF CHANGE, BOTH THEORETICALLY AND EXPERIMENTALLY, (B) THE GROWTH SCIENCES (SOCIOLOGY, PSYCHOLOGY, ANTHROPOLOGY, ETC.) NEED TO BE TAUGHT AS INTEGRATED CONSTRUCTS WITH AN EMPHASIS ON THEIR SIGNIFICANCE FOR THE EDUCATIONAL PROCESS, (C) DIAGNOSTIC PRINCIPLES AND SKILLS MUST BE INCLUDED IN THE TEACHER'S CURRICULUM, AND (D) MORE STUDENT TEACHING AND INTERNSHIP PROGRAMS ARE NECESSARY. (AW)

P000521
9A

ED015881

TEACHER EDUCATION IN A SOCIAL CONTEXT

A Study of the Preparation
of School Personnel for
Working with Disadvantaged
Children and Youth

Gordon J. Klopf and Garda W. Bowman

Conducted for the U. S. Office of
Economic Opportunity and
Staff of the U. S. Office of
Education

Bank Street College of Education
103 East 125th Street
New York, New York 10035

January 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED SEP 16 1966

50TH ANNIVERSARY FUND

Bank Street College of Education

69 BANK STREET, NEW YORK, N. Y. 10014 CHELSEA 3-4903

ROJECT AWARE
Study of the Preparation of
chool Personnel for Working with
isadvantaged Children and Youth

103 East 125th Street
New York, N. Y. 10035
Phone: 831-3963
831-3962
831-3080

DVISORY COMMITTEE

lmer Clark
chool of Education
outhern Illinois University
arbondale, Illinois

artin Deutsch
epartment of Development Studies
ew York Medical College
ew York, N. Y.

ernon Haubrich
epartment of Education
tate College
ellingham, Washington

illiam Kvaraceus
ufts University
oston, Massachusetts

ichard Lawrence
merican Association of
olleges of Teacher Education
ashington, D.C.

amuel Levine
ureau of Educational Research
an Francisco State College
an Francisco, California

irginia Love
ustin College
herman, Texas

ertrand Phillips
uskegee Institute
uskegee, Alabama

aniel Schreiber
chool Drop-Out Project
ational Education Association
ashington, D.C.

ames Tanner
oard of Education
Cleveland, Ohio

PROJECT STAFF
Gordon Klopf, *Director*
Garda Bowman, *Research Coordinator*
Rose Rapoport, *Research Assistant*
Clementene Wheeler, *Editorial Associate*
Lodema Burrows, *Editorial Assistant*
Fred Richardson, *Administrative Assistant*

March 1966

Dear Colleague:

This document is a working copy of the Project Aware final report, Teacher Education in a Social Context, which will be published in the late spring of this year.

This "offset" publication does not include two items which will appear in the printed book. (1) A survey of the history of teacher education programs for school personnel working with disadvantaged children and youth and (2) an annotated bibliography.

We would find it most helpful to have your comments and suggestions.

If you are interested in having the complete publication, may we hear from you.

Most sincerely yours,

Gordon J. Klopf
Director

PROJECT AWARE WILL BE CONDUCTED BY THE BANK STREET COLLEGE OF EDUCATION FOR THE U.S. OFFICE OF ECONOMIC OPPORTUNITY IN COOPERATION WITH THE STAFF OF THE U.S. OFFICE OF EDUCATION.

TEACHER EDUCATION IN A SOCIAL CONTEXT

A Study of the Preparation
of School Personnel for
Working with Disadvantaged
Children and Youth

Gordon J. Klopf and Garda W. Bowman

Conducted for the U. S. Office of
Economic Opportunity and
Staff of the U. S. Office of
Education

Bank Street College of Education
103 East 125th Street
New York, New York 10035

January 1966

TABLE OF CONTENTS

PREFACE i

CHAPTER ONE THE NEED AND THE PROCESS 1

CHAPTER TWO PROFILES OF SELECTED PROGRAMS 11

OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS

INSTITUTE FOR KINDERGARTEN TEACHERS 13
George Peabody College for Teachers
Nashville, Tennessee

DEVELOPMENTAL CAREER GUIDANCE IN ACTION PROGRAM 17
Wayne State University and Detroit Public Schools
Detroit, Michigan

DEMONSTRATION OF THE ROLE OF THE NON-PROFESSIONAL IN EDUCATION 20
University of California Extension
Riverside, California

TEACHER-AIDE TRAINING PROGRAM 24
Arizona State University
Tempe, Arizona

HARVARD-BOSTON SUMMER PROGRAM IN URBAN EDUCATION 29
Graduate School of Education, Harvard University
Cambridge, Massachusetts

SUMMARY OF OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS 35

NATIONAL DEFENSE EDUCATION ACT INSTITUTES 37

NDEA INSTITUTE FOR ELEMENTARY AND SECONDARY TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH 39
Brooklyn College
Brooklyn, New York

NDEA SUMMER INSTITUTE FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS OF DISADVANTAGED YOUTH 46
University of Puerto Rico
Rio Piedras, Puerto Rico

NDEA SUMMER INSTITUTE FOR SECONDARY TEACHERS OF DISADVANTAGED YOUTH 52
Goucher College
Baltimore, Maryland

NDEA INSTITUTE FOR TEACHERS AND SUPERVISORS OF DISADVANTAGED CHILDREN AND YOUTH 61
Glassboro State College
Glassboro, New Jersey

NDEA INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH 69
Jackson State College
Jackson, Mississippi

NDEA INSTITUTE FOR ADVANCED STUDY FOR TEACHERS AND SUPERVISORS OF DISADVANTAGED YOUTH 74
Western Montana College
Dillon, Montana

NDEA SUMMER INSTITUTE FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH 80
Western Washington State College
Bellingham, Washington

NDEA SUMMER INSTITUE FOR ELEMENTARY TEACHERS OF SPANISH-SPEAKING DISADVANTAGED CHILDREN 88
University of Texas
Austin, Texas

NDEA INSTITUTE FOR KINDERGARTEN, ELEMENTARY, AND JUNIOR HIGH SCHOOL TEACHERS AND SUPERVISORS OF DISADVANTAGED CHILDREN AND YOUTH IN URBAN SCHOOLS 97
Municipal University of Omaha
Omaha, Nebraska

NDEA SUMMER INSTITUTE FOR PRESCHOOL AND KINDERGARTEN TEACHERS AND SUPERVISORS OF DISADVANTAGED CHILDREN 105
New York Medical College, Institute for Developmental Studies
New York, New York

NDEA INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH 111
District of Columbia Teachers College
Washington, D.C.

NDEA INSTITUTE FOR SECONDARY SCHOOL TEACHERS AND SUPERVISORS OF DISADVANTAGED YOUTH 120
The Pennsylvania State University
University Park, Pennsylvania

NDEA SUMMER INSTITUTE FOR SUBURBAN JUNIOR HIGH SCHOOL TEACHERS AND SUPERVISORS 128
Hofstra University
Hempstead, Long Island, New York

CHAPTER THREE CASE STUDIES OF SELECTED PROGRAMS 136

INTRODUCTION 136

INSTITUTE FOR TRAINING ASSISTANTS IN PRESCHOOL AND DAY CARE CENTERS FOR UNDERPRIVILEGED CHILDREN IN ANTI-POVERTY TARGET AREAS IN BOSTON 137
Garland Junior College
Boston, Massachusetts

NDEA SUMMER INSTITUTE FOR ELEMENTARY SCHOOL TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH — PRESCHOOL THROUGH SIXTH GRADE — INNER-CITY 148
Ball State University
Muncie, Indiana

NDEA SUMMER INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH 166
Tufts University
Medford, Massachusetts

NDEA INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN 187
Dominican College
Racine, Wisconsin

CHAPTER FOUR THE PROGRAMS AS PERCEIVED BY DEANS OF EDUCATION AND SCHOOL SUPERINTENDANTS 197

SCHOOL SYSTEMS 200

COLLEGES AND UNIVERSITIES 204

CHAPTER FIVE SPECIFIC PROGRAMS AS PERCEIVED BY DIRECTORS 210

RATIONALE FOR PROGRAM 212

ORGANIZATIONAL DATA 217

INSTRUCTIONAL CONTENT 226

INSTRUCTIONAL PROCESS 234

METHODS OF PROGRAM EVALUATION USED 240

EVALUATION OF PROGRAMS BY ADMINISTRATORS 242

CHAPTER SIX THE PROGRAM AS PERCEIVED BY THE PARTICIPANTS 263

PROCEDURE USED IN DATA COLLECTION 263

PRODUCTS RELATED TO PURPOSES 265

REPLIES TO QUESTION #1:"UNDERSTANDINGS AND TECHNIQUES GAINED" 267

REPLIES TO QUESTION #2: "SUGGESTED CHANGES" 285

CHAPTER SEVEN RECOMMENDATIONS FOR IMPROVING PROGRAMS 293

RECOMMENDATIONS OF AWARE TEAMS FOR "INSTITUTE-TYPE" PROGRAMS 294

RECOMMENDATIONS FOR IN-SERVICE IN SCHOOL SYSTEMS 304

RECOMMENDATIONS FOR PROGRAMS IN INSTITUTIONS OF HIGHER LEARNING, PRIMARILY PRE-SERVICE 309

CHAPTER EIGHT **MAJOR FINDINGS AND THEIR IMPLICATIONS** 313

MAJOR FINDINGS 313

IMPLICATIONS 325

LIST OF TABLES

Table 1 Total Approach of School Systems by Regions 201

2 How 44 School Systems Incorporated Teacher Education for Work with the Disadvantaged into Their Total Curriculum 202

3 Total Approach of Colleges and Universities by Regions 205

4 How 122 Colleges and Universities Incorporated Teacher Education for Work with the Disadvantaged into Their Total Curriculum 206

5 Type of Enrollees 218

6 Key Items for Understanding 227

7 Key Items with Component of Understanding 227

8 Items Judged Important by More than 90 Per Cent of NDEA Institutes 230

9 Procedures Judged as Key Items by NDEA Directors 235

10 Procedures Listed in Questionnaire Which Drew 50 Per Cent or More Blanks in School Systems 236

11 Relative Importance of Procedures 238

12 Strengths of Programs as Perceived by Directors 244

13 Understandings Gained by Enrollees 245

14 Process Employed 246

15 Pre-Planning 248

16 Improvement of Enrollees' Knowledge and Use of Teaching Strategies/Methods/Materials 249

17 Operation of Program 250

Table 18 Areas of Change Suggested by Directors 254

19 Changes in Process Suggested by Directors 255

20 Changes in Content Suggested by Directors 256

21 Changes in Pre-Planning Suggested by Directors 257

22 Changes in Operation of Program Suggested by Directors 258

23 Understandings and Techniques 268

24 Understandings Gained 270

25 Techniques Gained 271

26 Differentiation by Inclusion or Omission of Practicum 279

27 Suggested Changes 286

28 Changes in Instructional Process 287

29 Changes in Instructional Content 288

30 Changes in Pre-Planning 289

31 Changes in Operation of Program 290

32 Comparison of Scores for Highest Frequency Item Under Instructional Process 291

33 Changes in Instructional Process Recommended by Enrollees, Directors, and Aware Teams for NDEA Institutes 321

34 Changes in Instructional Content Recommended by Enrollees, Directors, and Aware Teams for NDEA Institutes 322

PREFACE

A study of the preparation of school personnel who work with disadvantaged children and youth, Project Aware, has revealed a series of paradigms with implications for all teacher education. The Project found no anodyne in its search for effective ways of training teachers. It did discover innovation and experimentation, and trenchant polemicism concerning the theory of training was evident. The profession concerned with the education of all teachers may find the profiles of illustrative programs provocative. The valence of these programs was found in their effective methods of integrating cognitive, affective, experiential or action approaches in the training process, of strengthening their foundations in the behavioral sciences, of developing an awareness of the child's learning process, and of evolving imaginative teaching strategies and materials.

Initial plaudits go to Donald Bigelow of the United States Office of Education, Stanley Salett and Sanford Kravitz of the Offices of Economic Opportunity for conceiving the idea for the study and giving it scope and financial support.

The members of the Advisory Committee gave time, energy, insight, and direction at short notice and used vacation periods to serve in active planning and visitation roles. They are to be congratulated for preventing the Project from being colloquial and provincial.

The directors of institutes, chairmen and deans of education and teacher education programs, school officials, and state educational leadership are to be thanked for their responses to letters for information, for completing long questionnaires at a busy time of the year, and for providing the opportunity for the Project personnel to visit their programs. Their openness and cooperation in every instance provided the data, without which there would be no study.

The staff of the Project was a mosaic of personalities, skills, backgrounds, temperaments, points of view, and training. Students, free-lance writers, nationally known teacher educators, researchers, retired professional educators, school and state department leadership, returning-to-career mothers, teachers searching for new roles, and national organizational leadership, representing all economic levels, meshed together to conduct the study and to produce the Report. As they met, discussed, wrote, interviewed, visited, typed, traveled, studied, read, and contemplated, they found in these programs that, as Sefaris said, "the pomegranate, when broken open, was full of stars."

The Director wants to express particular appreciation to John Niemeyer, President of the Bank Street College of Education, who though not directly related to the Project, has given the focus and leadership in Bank Street to the institutionalization and integration of major innovative and basic concepts of teacher education; to Charlotte Winsor, Chairman of the Division of Graduate Studies in the College, whose inspirational programs of teacher education, which although not particularly aimed at the education of the disadvantaged provide the necessary sensitivity for considering the child as an individual, whoever he is, with particular learning needs; and to Elizabeth Gilkeson, who has been a most perceptive and intellectual mentor, truly a teacher of teachers. A most special tribute goes to the Project's Research Coordinator, Garda Bowman and her helpful and patient husband, LeRoy Bowman. Project Aware was a concept and strategy in June, 1965; Garda Bowman had a major responsibility in making it an actuality.

CHAPTER ONE THE NEED AND THE PROCESS

> If we could first know where we
> are and whither we are tending,
> we could better judge what to do
> and how to do it.
>
> Abraham Lincoln

At mid-point of the twentieth century a new awareness of social and economic inequities challenged the obliviousness of previous generations in the United States. Four persons of vastly divergent backgrounds and roles contributed to the awakening of the public conscience. A Negro seamstress in Montgomery, Alabama, was simply too weary one day to stand in the rear of the bus while seats in the front were empty. A white worker in a Bowery mission wrote of the extent of poverty in the midst of affluence with a poignant pen. And two men, one a Bostonian with an Ivy League tradition, the other a former school teacher from Texas, institutionalized the protest and intensified the search for solutions. The comfortable philosophy of Charles Dickens' Mr. Bumble that "The poor, me lad, is always the poor an' nothin' else," no longer prevailed.

Concurrent social phenomena had prepared the nation for this heightened sense of responsibility. The commonality of experiences shared during World War II had helped to create a new sense of the possible in democratic living. The rising expectations of emerging nations all over the world reinforced the massive Negro protest in the United States. The population explosion, most evident among the economically deprived and unskilled, coupled with the advent of automation, resulted in the anomaly that highly skilled jobs went begging while unskilled people were seeking jobs in vain. As productivity and profits soared, the gap widened between the material abundance of the middle and upper classes and the absence of even the basic elements of existence for the nation's poor. Michael Harrington in The Other America[1] estimated that there were 50 million poor in the United States, a third of whom were children and youth. Robert Lampman reported to the U. S. Senate that "a considerable number of younger persons are starting life in a condition of 'inherited poverty.'"

Within this context the educational deficits of disadvantaged children and youth were identified as prime causal factors in the self-perpetuating cycle of poverty. The successful launching of the first man-made satellite by Russia had precipitated a reappraisal of American education. The U. S. Supreme Court decision of 1954 outlawed *de jure* segregation while *de facto* segregation persisted. In an atmosphere of self-appraisal, the issue of de-segregation was joined with the related issue of quality education for disadvantaged children and youth in ghettoes of the inner-cities, in rural schools in depressed areas areas, in schools attended by the children of Indians, of Spanish-Americans and of migrant workers.

The question was raised whether schools, even in disadvantaged areas, are rooted in middle class values and expectations to such an extent that they attempt to prepare all children for a place in a middle-class world. However, many children perceive this world as closed to them, as indeed it is in many respects, and reject the education offered. With the total unemployment rate less than five per cent, one out of every five Negro youths are unemployed. The irrelevance of today's education to the needs and life experiences of the disadvantaged is reflected in a high drop-out rate--a kind of protest against and a rejection of the educational programs of their schools.

---

[1] Michael Harrington, The Other America, Baltimore, Maryland: Penguin Books, 1965, p. 172.

The circular relationship between educational deficits and poverty is not only evident in regard to vocational choices but also, and more importantly, in early childhood education. The cognitive inadequacies of those who have suffered disadvantage must be corrected in order to develop coping behavior in school as well as in the broader community. However, when children who need compensatory education are forced to attend inferior schools, the problem of inherited poverty is magnified.

In seeking answers to the fundamental question of meeting the educational needs of disadvantaged children and youth, additional questions were raised. What preparation do teachers and other school personnel need to work in schools with a large population of the disadvantaged? Should it differ from teacher education in general? If so, how?

Government recognition of the centrality of the need for basic conceptualization in this field has been a catalytic force in the design of bold, new approaches. Analysis of the multi-faceted problem revealed the inadequacy of merely providing more and more teachers, and more and more schools. Excellent quality of the learning-teaching process was identified as the essential component. Massive funding and consultative services by the federal government expedited the development of viable programs for assisting teachers to function more effectively in schools with large populations of disadvantaged children and youth.

As programs multiplied, Donald Bigelow of the U. S. Office of Education applied the words of Abraham Lincoln to the education for teachers of the disadvantaged: he asked first to know where we are and whither we are tending before judging what to do and how to do it. Sanford Kravitz and Stanley Salett of the U. S. Office of Economic Opportunity shared this concern, and Project Aware was created to study the preparation of school personnel for working with disadvantaged children and youth. Financed by the Office of Economic Opportunity, with the cooperation of staff of the Office of Education, the Study was conducted on an nation-wide basis during the summer of 1965 by Bank Street College of Education. This report is the outcome of the research.

The sequential pattern followed in the report is to proceed from this introductory chapter on need and process to a series of brief profiles and a few more intensive case studies of current programs, illustrative of unique and effective approaches; next to report on the extent and nature of teacher education for work with the disadvantaged as perceived by program directors, by participants and by members of Project Aware visitation teams; and finally to offer recommendations and suggest implications, based on the findings.

Purposes

The purposes of the Study were to describe selected programs designed to improve the knowledge, skills, and attitudes of school personnel for working with disadvantaged children and youth; to identify unique and significant elements of such programs; and to develop basic concepts and guidelines for emerging programs of this type.

Definitions

"Disadvantaged" for purposes of this Study is defined as environmentally disadvantaged--that is to say economically, socially, and/or educationally handicapped.

"Enrollee" and "participant" are used interchangeably to describe those who were being prepared to work with the disadvantaged in school situations.

Scope

The time span for the Study was from June through December, 1965.

Four populations were studied so as to survey both pre-service and in-service programs as well as those financed by the federal government under special legislation. The populations were: (1) Programs in Colleges of Teacher Education and in Departments of Education in Institutions of Higher Learning; (2) In-Service Programs in Selected School Systems; (3) Summer Institutes for Teachers of Disadvantaged Youth, financed under Title XI of the National Defense Education Act; and (4) Teacher Education Programs financed under the

Economic Opportunity Act.

Data were collected through written questionnaires and site visitations to selected programs. There were 1,127 questionnaires distributed to the populations listed above which brought in 503 replies. Details regarding the process of data collection and analysis are given in Chapters Four, Five, and Six, in which the data are reported and analyzed.

Dynamics of the Process

A highly significant feature of Project Aware's operation was the creation of an Advisory Committee[2] of leadership in teacher education, the members of which were recommended by colleges and universities all over the country, by the sponsoring government agencies, and by the American Association of Colleges for Teacher Education. This committee assisted staff in formulating the design for the project, in devising and testing instruments, in selecting programs for site visitations, in reviewing the findings, and finally in formulating recommendations based on the findings. Members of this committee, specialists from various disciplines, and staff visited 59 programs in teams of two or three persons for a 2-day period in each site. The reports of these visits and the written comments of more than a thousand were important components of the data.

After the appointment of a nucleus of staff, a 2-day consultation was held at the Princeton Inn, Princeton, New Jersey, to allow the

---

[2] See Appendix A for list of Advisory Committee.

Advisory Committee and staff to conceptualize the project, initiate the instrumentation, discuss the purposes and procedures for site visits, select programs to visit, and suggest specialists from various disciplines and from school systems to serve on visitation teams. A cadre of specialists[3] was subsequently appointed as well as a full complement of staff[4] to carry out the various phases of the project: planning, data collection, data analysis, and writing.

The next step was field testing of the instruments with the staffs of the Board of Education of Milwaukee and New York City, and at an NDEA Institute in Puerto Rico. The aim was to develop an instrument which would serve both information-collecting and catalytic functions. It was hoped that the checklist questions might start a process of self-evaluation. After revision the questionnaires[5] were distributed and Guidelines for Aware Visitation Teams[6] sent to 25 persons (Advisory Committee, specialists, and staff) who served on these teams. Special emphasis had been placed both at the initial consultation and in subsequent briefing sessions with specialists and new staff on the role of the team member, i.e.: to secure information, not to rate each program as "good" or "poor," and not to advise on operation.

---

[3] See Appendix B for list of Specialists.

[4] See Appendix C for list of staff.

[5] See Appendices D, E, F, and G for questionnaires and letter of transmittal.

[6] See Appendix H for Guidelines for Aware Teams.

The Focused Interview by Robert C. Merton was among the books distributed to the Advisory Committee and to staff serving on visitation teams, and relevant excerpts from this book were sent to the Aware Team specialists, as further interpretations of the role of the research. However, Team members were sometimes asked by program directors to step out of their research roles and to serve as consultants on program development. Such requests were complied with only when the Team member had made it clear that he was commenting as an individual, with no relationship to Project Aware.

Interpretation of the purposes of the Project to the directors of programs visited was a highly important component of the operation. This was initiated by the Director of Project Aware in his request for the visit and was further developed in the orientation session for Team members and director which occurred at the start of every visit. The criteria for selecting programs were explained, i. e. to cover as broad a range as possible geographically and with respect to size, span of grade levels, length of program and other organizational variables, and also with respect to programmatic factors. The pattern for each visit was also agreed upon in the initial contact by the Director of Project Aware in the orientation session. Visits included separate group interviews with staff and with enrollees as well as observation of the program in action. At the beginning of each interview with enrollees, brief written responses were requested. The replies from 1,054 enrollees are reported and analyzed in Chapter Six. The inter-subjective agreement of enrollees, directors, and Aware Team members was high on several crucial issues. The availability of independent judgments from three sources was valuable as objective verification of subjective reactions.

Of the 59 programs visited,[7] 35 were NDEA Summer Institutes, 13 were OEO Teacher Education Programs, nine were conducted by school systems, and three were conducted by institutions of higher learning without NDEA or OEO financing. Because not many of the latter two types of programs were operative in the summer, relatively few visits were made to them. Visits were made in almost every case after the programs had been in operation for at least two weeks. The 25 Team members averaged three visits per person. The purpose of the multiple visits was to provide some perspective and a basis for comparison.

The reports of the site visits were analyzed from the three perspectives referred to above: the programs as perceived by the directors, by the enrollees, and by the Aware Team members. Both strengths and weaknesses were observed, and accomplishments were analyzed in terms of purpose and rationale. Both the WHY and the HOW of the programs were reported upon periodically, as the analysis of progressed, to directors of NDEA Institutes at two work conferences, and to members of the Aware Teams at a series of consultations. As the dynamics of the process evolved, the difference between Advisory Committee, specialists, and staff was minimized. All who had served on Aware Teams were needed in the slow and careful formulation of recommendations based on common experiences and on a joint analysis of the findings. The final chapter of this report contains those recommendations.

---

[7] See Appendix I for list of sites visited. One program received both NDEA and OEO financing and so is listed in both categories.

To reach that culmination, the reader starts on a long road. To provide for an empirical base for the journey, this report surveys the present, identifies trends, and then looks ahead to what might be.

CHAPTER TWO PROFILES OF SELECTED PROGRAMS

Office of Economic Opportunity Programs

The impact of Office of Economic Opportunity teacher education programs exceeded many expectations. Though relatively few participants were involved, the highly imaginative quality of the programs provided a new sense of direction amid the complexities and frustrations of the educational scene in the mid-sixties.

Fragmented planning and intergroup tensions are outward symptoms of a diviseness which pervades the entire fabric of life in these United States. The Office of Economic Opportunity programs were addressed to one of the prime casual factors of this condition--lack of communication among the various groups and elements in our society. The programs selected for description below dealt with various facets of this problem: lack of communication between colleges and school systems, public and parochial schools, teachers and parents, and also among various diverse groups in terms of ethnic and socioeconomic background.

In Nashville, Tennessee, Detroit, Michigan, Riverside, California, Boston, Massachusetts, Princeton, New Jersey, and Racine, Wisconsin, joint sponsorship of teacher education programs demonstrated the feasibility and the value of such cooperation.

---

[1] These summaries are based upon (1) the sponsoring agency's Plan of Operation, and (2) the Aware Team's report.

In Tempe, Arizona, and Boston, Massachusetts, teacher-aides of different ethnic backgrounds were prepared to assist and supplement the task of teachers in the classrooms. They provided far more than technical help for the professional. Frequently coming from the same ethnic background or social class as the pupils, these teacher-aides provided a link between the school and the disadvantaged child, strengthening the child's self-image in the process. The aides, themselves, gained in self confidence and stature because of functioning in a new and constructive role.

The dynamics of inter-communication were demonstrated at many levels in Riverside, California, where teachers, parents, school dropouts, and high school students served as co-panelists in interpreting the needs and frustrations of the youth of today to the teachers of tomorrow. A unique feature of this program was the inclusion of a prison inmate among the school dropouts as a panelist. This youth commuted from jail to class, thus communicating the negative reactions of disadvantaged youth to their rejection by today's economy with a vividness no lectures or readings could convey.

The brief summaries of representative OEO programs presented below attest to the vision and yet the essential practicality of the approaches. Sometimes hastily conceived and not uniformly strong in organization, these programs nevertheless seemed to contain three essential ingredients: a clear sense of direction, willingness to experiment, and true commitment to the stated goals.

INSTITUTE FOR KINDERGARTEN TEACHERS
George Peabody College for Teachers, Nashville, Tennessee

George Peabody College, experienced in the education of teachers at the nursery and kindergarten level, was asked by the Nashville School System to develop an eight-week summer Institute for 39 teachers who will be teaching in a new preschool kindergarten program for 750 disadvantaged children in Nashville during the school year 1965-66. Until this time Nashville had had no public kindergartens. The Institute conducted by George Peabody College was the first extensive program for the preparation of kindergarten teachers in Tennessee. Peabody, which has been involved in other programs for disadvantaged children, has its own demonstration kindergarten on campus as well as a fully equipped and staffed learning resource center with a curriculum laboratory. The 39 enrollees, selected by the Nashville School System, were varied in age and amount of teaching experience and were about equally divided between Negro and white participants.

The Institute program stressed the fusion of theory and actual practicum experience. Background material was presented in seminars on Economic and Educational Deprivation and Related Aspects (psychological, sociological, anthropological, and psychological). The participants were encouraged to examine their own values, attitudes, and prejudices. Direct laboratory experience with children was provided so that the enrollees first observed demonstration class kindergartens and attended seminars with the teachers of these units, then participated with the children of these classes on an individual basis and in small groups, and finally, taught in the demonstration units under close supervision. Materials and methods seminars which were directly related to the laboratory experience formed the third element of the program.

What seemed most impressive about this program to the Aware Team, staff, and participants was the precision with which it had been planned. The excellent working relationships among the staff and its uniformly high competency, the flexibility in meeting the needs of the enrollees, and the strong esprit de corps which led to extensive group interaction and exchange of information and understandings between the Negro and white participants were outstanding features of this Institute.

The Aware Team interview with staff revealed that the staff members believed that they had learned much from the Negro teachers about attitudes of Negro children. The idea advanced by the Negro teachers that the disadvantaged child learns a second language at school and must continue to speak his first language at home was "intriguing" to the staff.

In this Institute a variety of effective approaches was utilized: lectures by subject specialists, demonstrations by teachers in kindergarten classes, small group discussions, full group seminars, and experiential learning through teaching and individual projects. The small group sessions presented an opportunity to discuss specific techniques and problems and encouraged self-analysis on the part of the enrollee. The individual projects involved the making of an Institute notebook including notes about curriculum development, examples of the work of participants, bibliographies, and lecture notes which seemed to the enrollees to have practical value for them as teachers.

An aspect of the program that provided negative comment by the various observers, Aware Team, staff, and participants, was the choice of the kindergarten classes that were used as demonstration units. Peabody has its own demonstration kindergarten on campus, and as the program was originally planned, the resources of this kindergarten as well as two demonstration kindergartens which were to be set up off campus in disadvantaged areas were to be utilized in the Institute. However, this latter aspect of the program, the off-campus kindergartens, was cut from the budget and instead, a variety of kindergarten programs was substituted, so that the Peabody kindergarten was only one of several, including day care centers, community agency kindergartens, and Head Start programs which were used by the Institute. The Head Start classes had a majority of inexperienced teachers and proved unsatisfactory for the purposes of the Institute. It was recommended that the practicum setting for the enrollees to observe and teach in be organized by the College and taught by master teachers. Such demonstration units would make it possible to improve selection procedures so as to include truly disadvantaged pupils and have integrated classes.

An aspect of the program which appeared to the Team to require further implementation was home-community relations. More time could have been devoted to working with parents in the demonstration classes and in visiting disadvantaged neighborhoods, community leaders, and agencies. The Aware Team recommended some coordinated programs between the metropolitan Nashville School System and the College in order to meet the city needs by employing the "know-how" of the Peabody faculty. The College staff of the Institute will be used as consultants in the fall of 1965 when the majority of the enrollees will be teaching disadvantaged children in kindergarten classes.

There was evidence of curriculum experimentation at this Institute. What seemed evident, however, was the need for still further research in experimental situations in order to find new and meaningful ways of assisting teachers of early childhood programs in disadvantaged areas. The need for research of this kind extends beyond this project.

DEVELOPMENTAL CAREER GUIDANCE IN ACTION PROGRAM
Wayne State University and Detroit Public Schools, Detroit, Michigan

This pilot program, jointly sponsored and directed by Wayne State University and the Detroit Public School System, focused upon the training of teams of school personnel for the purpose of raising the occupational and educational aspirations of a selected group of disadvantaged students from six schools in an inner-city Detroit school district. Further, participants in these teams will continue to meet monthly with the project staff during the 1965-66 school year. Of the six schools that participated three were elementary and two were junior high schools which fed the district senior high school. This program of preparation of school personnel differed from the usual in-service guidance programs in focusing upon the need to change the attitudes and values of elementary school children in order to raise their vocational sights. A rationale for such an approach is given in the Project Plan of Operation which states that "children early begin to develop preferences for types of occupations." Consequently it is at the elementary school level that a developmental guidance program must begin, and, of course, be continued in the junior high and senior high schools.

The Project consisted of two phases: the first, a three-week workshop at Wayne State University for 50 enrollees and guidance personnel from the six participating schools. In the second phase of the program which will take place during the following school year, these workshop teams will work together in their own schools, at which time a guidance consultant will be placed in each participating school to assist the workshop teams in the application of their learnings. The program and its effects will be systematically evaluated. Only the first phase of the program which took place this summer is the subject of this report.

The workshop at Wayne State attempted to give its participants a realistic view of the current employment picture, help them understand and communicate better with minority youth, and encourage them to develop more explicit ways of helping students in their schools. The participants attended lectures on current economic and social trends and were oriented for field trips to employers in business and industry, to institutions of higher learning, and to community agencies. The 50 participants were divided into four groups for the field trips, then grouped into small workshops in which the teams from each school met together to discuss and synthesize their findings.

There were large group meetings with consultants to discuss such areas as curriculum and guidance. Each enrollee interviewed an unemployed adolescent drop-out in a counseling laboratory and questioned the youth about his perception of school, life, and work. The enrollee then wrote an interview analysis of the contact and discussed the implications of his findings with his work group. The enrollees were expected to prepare and present a report of a program of action for their school.

An attitude survey was administered to the participants before and after the workshop. It revealed definite changes in the participants' perceptions. They seemed to have become more aware of the need to help minority youth prepare for employment and more cognizant of job opportunities available to qualified minority youth. The participants indicated dissatisfaction with their school's curriculum and services. Further, evaluations completed by cooperating schools, as well as social agencies, revealed widespread acceptance and enthusiasm for the program.

When asked to give an overall rating of their experience at the workshop, 90 per cent of the participants gave the rating "excellent" while 10 per cent gave the rating "good." All said that they would participate again in such a workshop. They found the field trips, the panel-exchange of views, and the interviews with unemployed adolescents valuable. Participants commented on the good organization of the program and on the interest and enthusiasm of the project Director. The participants believed, however, that selection procedures for applicants could be improved. The comments given above were taken from the final report of the program.

The Aware Team visited the project before the workshop began and was impressed with the intelligent preparation for the program and with the spirit and good relations among the personnel. The program appeared to be a promising one, offering help both to the participants through a team approach and to the disadvantaged youth in the Detroit public schools.

DEMONSTRATION OF THE ROLE OF THE NON-PROFESSIONAL IN EDUCATION

University of California Extension, Riverside, California

The assumption has developed in American education that only certified professionals are capable of teaching children in schools. Now that the demand for teachers cannot meet the need, educators are beginning to look at this assumption and to design programs to test its validity. The University of California Extension at Riverside proposed to demonstrate the role of the non-professional in elementary and preschool education. It was predicated on the hypothesis that it is severely limiting to assume that only professional teachers can help children learn.

A further consideration was that problems in learning are often problems in communication, particularly when the teacher has a differing set of values from that of the children. It was hypothesized that non-professional teaching assistants may be able to modify the traditional teacher-student relationship. The child does not completely identify the teaching assistant with the formal authority structure because of his non-professionality and/or youth. Moreover, the child may be more receptive to being taught by someone from his own background with whom he can communicate freely and identify. Still another objective was to attempt to demonstrate that student self-motivation can be developed when the children cooperate in the planning of curriculum and in teaching it to other children.

The non-professionals in the program were grouped into teams including a high school student, a high school drop-out, a college student, and a mother. Each of these teams worked with a teacher in the classroom each morning participating with the children in planning curriculum and activities, observing, and actually teaching. Both professional staff and non-professionals devoted their afternoons to a variety of activities: team meetings for discussion and planning, evaluation sessions for the total group, study seminars and weekly contacts by non-professionals with children's families. The teaching assistants served as "linkers" both between families of children and the school and between children and teachers. A highly innovative aspect of the program was the involvement of parolees. One teaching assistant actually spent weekends in jail and was released to the project during the week.

The summer-school phase of the project was of six-week duration. This was the portion of the program visited by the Aware Team. Other phases included 12 weeks of part-time preparatory work by staff, beginning in April. This preparation involved administrators, certified teachers, and college students, for the purpose of: (1) discussing objectives for the summer; (2) familiarizing themselves with the project area, selection of team members; (3) developing administrative and instructional plans; and (4) observation of the children in the target area for the purpose of comparing their achievements with children from more privileged neighborhoods. The 12-week phase ended with a three-day residential workshop in which staff assessed its progress and formulated common goals throughuman relations training.

Following the summer session two weeks were albated to evaluation by professional staff and non-professionals. Tese two weeks involved organization of data collected during the sumer-school session (interviews of teachers, teaching assistants, upils, and parents; achievement scores; and statistical summation It also included writing a monograph giving an account of the pject in detail including evaluation, and formulating conclusions relent to the field of elementary education.

The Aware Team was impressed with the innovati nature of this program which used a multi-level, inter-generationapproach to the problem of communication. The staff seemed wide op to ideas, suggestions, and points of view other than their own. his openness was communicated to the non-professional enrolleewho participated with enthusiasm and purpose in the afternoon seions. Other areas of strength identified by the Aware Team includthe pre- and post-testing program, and the general tone which cveyed excitement and dedication.

The Team reported that staff felt the need for explation of a more structured curriculum and believed that a materiacenter for production of materials, games, and lessons might have en usefully added.

A major problem area seemed to be the definition the role of the teaching assistants and their use in the classroom. The Team suggested that this aspect needs rethinking before such a project is attempted again. The involvement of the total team, not just the non-professionals in the community at large, is another essential to the success of the program.

The location, on site, facilitated the achievement of the purpose of this program.

There was evidence that learning was taking place both among the children and the total staff, including the certified teachers as well as the teaching staff. In relation to children's learning, the Aware Team suggested that a more selected series of units or lessons directed to the children's specific learning disabilities would have improved the cognitive aspects of their program. The cognitive aspects of the enrollees' program might have received more attention if their roles had been more clearly defined.

The affective aspects of the program were perceived by the Aware Team as being outstanding, as demonstrated by the openness between staff and teaching assistants and in the planning sessions with children.

The highly experimental nature of this program calls for further study and clarification, but given the hypothesis of the program and the special qualities of the children, enrollees, and staff, the Aware Team believed that all concerned were significantly involved in an effort to make some basic discoveries about the learning-teaching process.

TEACHER-AIDE TRAINING PROGRAM
Arizona State University, Tempe, Arizona

As acculturation continues to take place, there has been a change in the aspirations of some American Indian groups. What had appeared to some scholarly observers to be a reluctant acceptance of alien value-systems has begun to shift to include a reaching out for the techniques and training of the wider culture which will help the Indian strengthen his own cultural tradition and yet become aware of the potentiality of life in the larger society.

An excellent example of this movement is the Teacher-Aide Training Program instituted this past summer at Tempe, Arizona, by the Arizona State University and its Indian Training Center. Here, members of four tribes, the Maricopa, the Navajo, the Sioux, and the Pima, met together for eight weeks in residence to receive preparation which would enable them to assist more effectively in the preschool and kindergarten classrooms in their tribal communities upon their return.

There were 58 women, among them a group of unmarried young Sioux and a woman in her 50's who had never finished high school, while the majority of them were heads of families. Indian custom decrees the woman's role as the central one; as a property owner, she is the final arbiter not only in family affairs, but in matters affecting her tribal community. It was therefore highly significant that so many Indian women discovered within themselves the courage to dare the unknown and step off the reservation to attend the program. As one Pima folk-lore lecturer said when she spoke to the group: "I am like a rustic bridge. My feet are in the waters of Indian culture; my head and hands belong to the non-Indian world."

A problem to be faced by aides returning to classrooms on their reservations was that of identifying with the classroom teacher. The gap between the Indian mother and the white teacher can only be bridged by education and understanding. With the advent of financial support in the form of federally funded Community Action Programs, specific training which would help the Indian teacher-aide to operate at an effective level and with increasing confidence and ego strength became a possibility.

Under the aegis of OEO, staff leadership developed the program and set the following as its objectives:

To enable teacher-aides to operate more effectively by:

a) providing a firm grounding in knowledge and approaches relevant to the pre-school classroom,

b) establishing foundations for effective working relationships between teachers and teacher-aides,

c) providing cultural information necessary in order to understand the Indian child, and insight which can better transmit to the Indian community the goals of education for all.

In pursuit of this objective the program stressed workshops and discussion on child development to give a deeper understanding among participants of this element of the behavioral sciences. Behavior earlier seen as "difficult" or intractable could then be related to growth patterns, and more appropriate measures to meet it could be undertaken.

An invaluable part of the child study program, in the view of the staff, was the laboratory school on the University campus, where 25 Pima children of four and five years provided the student body for demonstration classes and a gradual introduction into role and responsibilities as assistant in the classroom.

Pima children, whose families lived on a reservation only ten miles out of Phoenix, learned to express themselves verbally. Observations of their conversations, games, and play gave the participants valuable clues and insights into the nature of all Indian children.

In further exploration of the basic similarities of the behavior of all children, field trips were taken to the Head Start program at Guadalupe, where Spanish-speaking children were being taught. Two other trips for observation of other tribes living on the Sacaton and Salt River reservations gave extended bases for comparison.

Reinforcement was provided the Indian participants as they expressed a need to become more proficient in English through informal classes in grammar and syntax given by one of the staff. Language support for the children came through stories read aloud, games, parties, and trips to the zoo, University Farm, and local shopping centers.

For many participants this program was the first experience in the "outside," off-reservation world. Living in a college residence hall, making relationships with white people on a basis of equality had not been possible before the Institute. Some participants, normally very reticent, viewed some other tribal members and a staff member who had expressed a degree of bias toward one tribe with a realistic but somewhat jaundiced eye, according to one observer. A specific tribe with a strong culture and sense of self identity was seen to have advantages in size and reputation over others of a more modest type. The program provided opportunity for participants and staff to work toward strengthening their relationships through the breaking down of stereotyped thinking.

In the Aware Team report and also in some post-Institute impressions from the staff, some interesting assumptions were mentioned. Among them were certain difficulties in communicating the needs of a sub-professional group which does not meet admission requirements to the host University. This situation resulted in artificial regulations and problems connected with residential *a priori* standards. Some problems also arose in connection with the use of University recreational facilities. This aspect of the program seemed to require attention. However, it may be noted that this was a pilot program and there were no administrative precedents to rely on.

The teacher-aides were found to be at a higher level of social maturity and academic capability than expected by the staff. With the motivation and enthusiasm elicited from participants this pilot program should have far reaching implications and application to home and community activities. The Aware Team discovered the teacher-aides functioned well in a wide variety of activities requiring individual initiative, as well as direct supervision. They were adept at operating equipment such as duplicating machines and visual aids and had a developed ability and enjoyment in the preparation of instructional material, such as transparencies and art media, or techniques, such as rhythms and dances. Many teacher-aides, depending on their receptivity, provided excellent interpretation of Indian culture to the Indian child, in this way serving as a stimulus for the child's developing self-concept. Attention paid to tribal and folk-lore traditions had awakened in the Indian participants themselves an increased awareness of the value of their own culture. Because of their influence, tribes need to screen potential teacher-aides carefully, the staff believed.

The Aware Team suggests that its observations of the program at Arizona State University show that the positives in the program augur well for future development of this kind of preparation and indeed, further programs of a similar type are now under way at Tempe.

HARVARD-BOSTON SUMMER PROGRAM IN URBAN EDUCATION

Graduate School of Education, Harvard University,
Cambridge, Massachusetts

What is educational change and how does it begin? As in the case of other innovations and reforms, change must initially be based upon an individual's or group's recognition of a problem and the concommitant perception of a particular structure which may contribute to the solving of that problem. The rising national concern about urban educational problems gave impetus to the development during 1965 of the Harvard-Boston Summer-Program in Urban Education.

This program was sponsored by the Harvard University Center for Research and Development on Educational Differences in conjunction with Action for Boston Community Development (ABCD), and the Boston School System, and funded by OEO. The Center was established in the fall of 1964 to investigate the relation between education and human differences, with the ultimate goal of making educational policy and practice more truly responsive to the wide range of differences among individuals. ABCD was founded by a committee of public officials and private citizens who were concerned with the proliferation of approaches to community problems of Boston and who wished to provide a central coordinating agency for action programs.

The Center's sponsoring committee was definite in its determination that, in order to be consistent with this reasoning, it was necessary to focus its attention on the children of the disadvantaged section of the city and examine in particular their educational problems.

The beginning was to be made with attempts to improve the quality of teaching these children were receiving in the urban schools. Thus the concept of the Harvard-Boston Summer Program in Urban Education was evolved. This concept was based on three assumptions which the Directors stated as follows:

(1) Teacher education is changing.

(2) Curriculum development and teacher education are underdeveloped arts.

(3) Most teachers lack the skills for self-evaluation causing past patterns to become set.

The program included a six-week enrichment experience for 330 Boston elementary school pupils, and an extensive seven-week clinical training program for 97 experienced teachers, principals, and guidance counselors. It was housed in an area serving a mixed population, both racially and economically, in the John F. Kennedy School in Jamaica Plain, Boston.

A unique feature of this Program was the Planning, Teaching, and Observation Cycle (P.T.O.). In essence, this meant that the participants were divided into three teams of approximately 24, of whom eight were planning while eight were teaching and the other eight were observing. Each team went through two complete P.T.O. cycles, with a week of the cycle devoted to each phase: preparation, teaching, and observation. Each team had a teaching team leader, an observation team leader, and a guidance counselor assigned to it. In the preparation stage, subject matter specialists from the staff worked with the team.

Each phase allowed the participants to assess a different aspect of the teaching process. For example, the observation phase included both discussion of criteria for classroom observation and an analysis session at which the team agreed upon strategy for presenting its evaluation to the teacher under observation. The teacher then had an opportunity not only to evaluate himself, but also to evaluate the team's presentation of its critique.

The principals taught in the first P.T.O. cycle and served as supervisors in the second cycle. There were six guidance counselors assigned to each team. They held individual and group guidance sessions with the pupils, as well as having the responsibility for contacting the parents. The Director of Guidance attempted to mesh guidance with the subject matter being taught.

The P.T.O. cycles were only one part of a tripartite design. The other foci were on a laboratory for curriculum development, and understanding the city child through an imaginative program of social studies which stressed the discovery method. According to the Directors of the Program, there was little stress upon self understanding except as it relates to the participants' perception of their own teaching methods.

The approximately 300 children in this Program ranged in age from seven to twelve. The youngest pupils had completed the first grade and the eldest had completed grade six. Large teams of pupils, containing two or three age levels, allowed for flexible grouping and assignment to sub-teams according to the needs of the children or of the subject being taught.

The efforts of participants to develop curriculum for the children were related directly to the children's needs and life situations. This necessitated an intensive study of the children with whom the participants were working in order to analyze their observation and to design lessons to fit the diagnosis.

The Harvard-Boston Program was a design on the professional level to facilitate change in teacher behavior. In some circles it is fashionable to speak glibly of change in education at this time. However, positive change is not easily achieved. Because of the relatively conservative role of the American public school and American teacher education, even minor changes come about only as a result of widespread recognition of the need for change. This recognition must be accompanied by an enormous effort to define and implement a plan which may fill the acknowledged need. The adoption of the innovations inherent in the Harvard-Boston approach to teacher re-education, it seems reasonable to assume, is by no means a minor change. Therefore, the nature and amount of thinking and work that must necessarily precede any attempt to adopt this kind of team teaching must be unusually great. This was, observed the Aware Team, evident in the Harvard-Boston Summer Program.

The Aware Team, while being impressed with a number of aspects of the Program, raised questions about its effect on the children in the practicum. While the Program delved into the list of limitations and strengths of team teaching, how much had it cost in pupil achievement? An integral part of the Program, namely, the cyclical changing of teachers led to a certain discontinuity for the children. Did the instability of having a team of teachers for one week replaced the next week by another team, and the following week by still another team, benefit these children? Various studies of disadvantaged children have revealed that for some, uncertainty in many facets of their existence is the only way of life they know. Is it the function of the school to perpetuate this condition or to provide the stability of a known and knowing adult with whom a long-term working relationship may be developed?

Undoubtedly this method was an effective instrument for teacher re-education. However, there is some evidence to support the view that a prime need of disadvantaged children is stability. The Aware Team questions whether the children's need is not too central to the problem to be subordinated to the need to give teachers a variety of experiences.

The involved nature of the Program including self-evaluation, curriculum development, team teaching, and child study, although excellently conceived, was of such complexity that a limitation of its scope seemed advisable to the Aware Team. They were also of the opinion that, if such a limitation was not desirable, then the overall duration of the Program should be extended.

In summary, the Aware Team concurred in finding that the theoretical and practical aims of the Program had been most effectively conceptualized. The Team further said that the ability of bthe leadership and staff was most impressive. The formula itselhey believed, needed to be tested in a given school, perhaps for am, and preferably for a school year, before any final judgment a its potentiality could be reached. Such a long term trial would heliminate the effects of constant rotation of teachers. Indeed, iuld, over a year's time, become a positive factor, exposing the cren to opportunities to develop meaningful relationships with a grr number of concerned adults than disadvantaged children norm have in a one-teacher classroom.

The Program, while encountering difficulties inherin an pilot effort, succeeded in the area of educational involvemand in the linkage of University and Public School System, accordto the staff and the Aware Team. This was welcomed by the Prm Directors as a giant stride forward, an authentic opportunity innovation and advancement.

SUMMARY OF OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS

In summary, the major strengths of the OEO Teacher Education programs, as perceived by the Aware Teams, lay in their high degree of innovation and flexibility, and in their responsiveness to the needs of both the participants and the community.

The principal weakness identified by the Aware Teams lay in some of the administrative details rather than in the conceptualization. The involvement of community leaders in the planning, while an asset in most situations, occasionally caused conflict when lay leaders attempted to make decisions of a professional nature related to education.

A dramatic example of experimentation in a new direction was the preparation of teacher-aides, which gave impetus to the development of a new para-profession with both educational and economic advantages. The educational advantages lie in freeing the teacher to function at the level of his professional skills and in increasing the proportion of concerned adults to children in the classroom. The latter advantage is of particular importance to disadvantaged children for whom individualized care is deemed essential. The economic advantage lies in the creation of new job market. Moreover, this type of semi-skilled job cannot easily be automated out of existence. Machines can never be substituted for human care of human beings. One difficulty faced by unskilled workers in the past has been that the serving professions have offered few opportunities for any but the highly skilled.

Flexibility, a quality frequently requested by participants in other types of programs studied, was evident not only in the design of the OEO programs but also in the multi-level composition of the enrollee group. No rigid requirements ruled out the combined attendance of administrators, teachers, counselors, and teacher-aides.

Responsiveness to the needs of the participants was reflected in the evolving curriculum, a striking feature of the OEO programs. Responsiveness to the needs of the community was evident in the involvement of community representatives in the planning, and in their continuing responsibility for the conduct of the program. The OEO programs have, in fact, provided a link between educational leadership and the community and have also served to strengthen inter-agency cooperation in government.

NATIONAL DEFENSE EDUCATION ACT INSTITUTES

During 1965 nearly three and one-half million dollars of National Defense Education Act funds were devoted by the U. S. Office of Education to offering "a specialized program of instruction designed to assist teachers in coping with the unique and peculiar problems involved in teaching disadvantaged children and youth." More than 2,000 teachers participated in 61 summer Institutes at an average cost of 100 dollars per teacher per week. More than 16,000 applications were completed, revealing the extent of the interest in and the need for this kind of teacher education.

In their Summary of Director's Final Reports[2] Louie Urgo and Roderick Hilsinger of the U. S. Office of Education stated: "The variance of their (the Directors') approaches and the range of their recommendations indicates that NDEA Institutes are, indeed, something quite different from regular summer teacher education programs."

One unique feature of these Institutes was the precision and insightfulness of the planning. The U. S. Office of Education had issued Manual for the preparation of proposals which were conceptualized by educators on the local educational scenes. They served not only to guide (as their name suggested) but also to stimulate. What these programs may have lacked in flexibility, they gained in a sense of direction and in generally high standards of performance.

---

[2] See Appendix J for complete report.

They shared with the OEO programs a pervasive climate of excitement and verve, apparently as a result of being part of an experiment.

The Institutes summarized below were selected to illustrate a variety of programmatic approaches and also to provide broad geographic representation. Each one is in itself a model for the college and the community of which it is a part, as, indeed, the 61 NDEA Summer Institutes were in their respective communities.

NDEA INSTITUTE FOR ELEMENTARY AND SECONDARY TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH
Brooklyn College, Brooklyn, New York

Bedford-Stuyvesant, a densely populated section of Brooklyn, has within the past decade experienced a radical ethnic population shift. Today, 70 per cent of the citizens are Negro and another ten per cent are Puerto Rican as opposed to being chiefly a Jewish and Italian neighborhood only a few years ago. While Bedford-Stuyvesant is not the only ghetto in Brooklyn (let alone New York City) it, perhaps, demands more immediate attention than most sections of the city for 53 per cent of its population is under 30 years of age.

Realizing that an educational institution is obliged to become responsible for and involved in the quality of educational opportunities offered to residents of its neighborhood, Brooklyn College undertook as a part of its obligation to affect the educational development of Bedford-Stuyvesant children during the summer of 1965 by conducting a six-week Institute for improving the preparation of elementary and secondary school teachers to work with the disadvantaged children of this section of the city.

Situated a 25-minute subway ride from Bedford-Stuyvesant, Brooklyn College initiated this Institute to affect the attitudes and improve the skills of 36 public school teachers enrolled in the Institute, who came from nine states (including 23 from New York City). All of these teachers would return to their own inner-city classrooms to work with similar children.

The objectives and purposes of the Institute as stated by the Director were four-fold:

- (1) To extend knowledge and understanding of educational problems emerging in the urban community.
- (2) To extend knowledge and understanding of the psychological and sociological influences on the development of disadvantaged youth and children.
- (3) To increase skills in understanding and communicating with culturally deprived children and youth.
- (4) To increase skills in developing materials and using new research findings for meeting academic deficiencies of culturally deprived children and youth.

In an effort to reach not only the greatest number of children and youth from the Bedford-Stuyvesant area but also to provide a broad and effective teaching program, Brooklyn College developed a "triangular" program. One section, the "store front school," was held in a former shoe store. The previous tenants had left behind a enormous sign in the shape of a sneaker on which was still legible th word KEDS. The Director of the Institute commented that one letter and lots of hard work had changed the emphasis from "Keds" to "Kid." Another section was held in a nearby housing project; and the third i a local hospital, working in conjunction with Job Orientation in Neigh borhood (JOIN) in a program for hospital-aide trainees.

The inductive approach to teachers' learning was one of th most significant instructional techniques employed by the Institute.

This attempt to move from the empirical to the theoretical proved highly stimulating to the participants.

An example of this approach was that one participant, a nun, discovered the needs and interests of the children, and then built a project for them based on adult models in community life with whom they could identify. The nun, whose experience in working in an "outside" situation was rather limited, determined to answer her urgent questions regarding disadvantaged children and youth, i.e. "Why do they have trouble with reading? . . . Why are they slow learners?" She early discovered that the disadvantaged child was handicapped by a low self-concept and therefore expected to fail.

After making this discovery she provided herself with a camera and conducted tours with her pupils to local police stations, fire halls, and hospitals. In these places she took individual pictures of the children talking with Negro police captains, fire marshalls, and surgeons. The children then compiled a scrapbook using the pictures as illustrations for stories they wrote about themselves. The children, she reported, gained immeasurably in self-esteem and the participant learned more about the goals and needs of the disadvantaged child from actual experience.

That the participants were foremost in the minds and thinking of the Director and staff is graphically illustrated by the fact that when asked, "If you were to plan such a training program, what specifically would you change?" not one enrollee stated they would change the selection of the staff, and only two stated they would change in any way the organization and/or administration of the Institute.

The non-directive approach in group sessions was emphasized at Brooklyn College. Enrollees were not only permitted, but given latitude to experiment. The senior staff members of the Institute were careful not to discourage the participants, even if they felt a "faster" way was possible. This enabled the participants to involve themselves in discovery, and in this way gain not only valuable experience, but also insight into the children with whom they were working.

Another learning tool for participants was a daily log each kept of his students (at no time was the ratio more than 1 to 4). This log was to be used at the end of the Institute to evaluate not only the children's progress, but, much more importantly, the participants' attitudinal change.

The first week of the Institute was devoted to orienting the enrollees to the various facets of the program. Included were visits to the schools attended by the children in the practicum. Key school personnel talked with the participants about the previous school experiences of these children. A field trip into the Bedford-Stuyvesant neighborhood and visits to several community centers were also made.

The field work feature of the Institute was based on the assumption that being disadvantaged partially results from the child lacking supportive relationships with adults. Participants were encouraged to develop positive, helping relationships with children through structuring meaningful, rewarding learning experiences. The negative feeling which the children may have associated with school buildings and the learning process were avoided by the use of more informal facilities located in the children's immediate neighborhood. Seven participants worked with 25 children, aged 6 to 14, in the store front center; 24 enrollees worked with 76 children, aged 6 to 16 at the community center of a housing project. In conjunction with JOIN, four enrollees worked with 14 drop-outs, aged 17 to 21, who were employed in a hospital.

Oral and written language skills and reading were stressed throughout the entire program of the Institute. Efforts were made to utilize the neighborhood and the larger community as well as the daily experiences of the children to build vocabulary and develop conversational and story-telling skills. Emphasis was placed on helping children build their own reading materials. Excursions to museums, zoos, the United Nations, libraries, botanic gardens, and other points of interest around New York were exploited for their educational benefits. Word games, Monopoly, Link Letters, stick puppets, masks, live animals of field and stream, magnets, sewing, cooking, baking, weaving, and crafts work were some of the media used to get children involved enough to want to talk and read about the objects and people that interested them.

One of the strongest features of the entire field teaching experience was the attempt to get the parents involved in what the children were doing, the Aware Team reported. Participants met with the parents either in the practicum centers, in their homes, or communicated with them by phone where possible to help the parents understand the activities in which the children were engaged.

The work with children was supervised in situ by the senior staff members who were in the field daily. Diagnostic procedures were suggested as well as methods of approach to learning difficulties. In addition to the field supervision an hour-long practicum seminar was held each afternoon. These sessions sometimes included all the participants working with one supervisor; sometimes partial groups met for discussion depending on need. The ways of using a log as a learning tool were discussed. The Director stated that these seminars also functioned as activities through which participants might become familiar with group process.

During the fall months an effort will be made to follow-up the work done in the Institute. All participants will be canvassed by questionnaire to ascertain what changes have come about as a result of their summer's work and what obstacles they have overcome by incorporating these changes into their classroom behavior. Those participants who will be teaching in New York City will be interviewed to determine in greater detail what they experienced upon their return to their classrooms.

In the opinion of the Aware Team, the strengths of this program were its unusual practicum experiences which reached the truly disadvantaged, and through small, informal class situations provided ample opportunity for innovative approaches to teaching. Also, the responsiveness of the Institute staff to the needs of the enrollees was illustrated by their willingness, even eagerness, to adjust the schedule to provide more free time for study and reflection. The Aware Team observed that the keeping of a daily log by the participants had definite merit. This coupled with the pervasive tone of enthusiasm regarding the new and deep insights gained by the participants created an atmosphere of unity and purpose which did much to smooth the introduction of public to parochial school teachers, and in many cases created conditions for new understandings of one for the other to develop.

It was the Team's opinion that the conceptual skills of the Director of this Institute could have been used more effectively. Too much of her time was taken up by routine administrative duties because of the absence of an administrative aide.

Also, an improvement, not only perceived by the Aware Team, but also noted by the Director, would be the employment of a psychologist for individual and group counseling to improve both staff interaction and staff-participant interaction.

A program such as that implemented by Brooklyn College was perceived by participants, staff, and the Aware Team as being ambitious and in some aspects idealistic. However, perhaps through such innovative ideas the sought for goal may be reached.

NDEA SUMMER INSTITUTE FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS OF DISADVANTAGED YOUTH

University of Puerto Rico, Rio Piedras, Puerto Rico

To the tourist's mind the words Puerto Rico conjure golden beaches and the lively surf of the Caribbean inundated by the gloss of the full moon or the blazing sun. There is, however, the real Puerto Rico, one quite apart from the tourist's daydream. This is an island proud of its progress, but still marked by poverty.

An offensive on poverty was mounted in the early forties which has resulted in clear evidence of improvement, but which is still short of its total goal. The efforts to reach this goal have led to a deep concern for large sections of the island's population which appear to be left out of the general stream of socio-economic advancement and which seek incorporation into the Commonwealth's progress.

Though the Puerto Rican Department of Instruction has for years taken positive action to combat the terrible effects of poverty and the resultant educational handicaps, the Department believed increased effort was needed. Universities began to meet the challenge. Consultants and organizers of many programs to aid the disadvantaged were prepared in the universities, but it was understood that the University of Puerto Rico had a further role to play.

The leadership of the University reasoned that new endeavors to improve education might effectively center on the classroom teacher. The effectiveness of schools serving the depressed areas may partially be determined by the recruitment and retention of competent and devoted teachers. Because of the present high turnover rate among teachers in these schools and the difficulty in recruiting new teachers for the schools, many schools have teachers who need further education. The principal target then became the teacher and her own knowledge and perception of the problems of disadvantaged children. Thus the eight-week summer Institute for Elementary and Secondary Teachers of Disadvantaged Children and Youth came into being.

This program encompassed teachers, experienced and new, in their orientation and training to provide appropriate methods, curriculum materials, and approaches to functional classroom management. As envisioned, the program investigated the problems of the disadvantaged child in order to improve the efficiency of those teachers who work with such children. Improved understanding of the child and the need to increase teacher retention in the depressed area schools were the main foci of the Institute program. The Institute included classroom teachers only. In this aspect it differed from many institutes in the States.

The program was geared to the development of a clear concept of the teacher's role in working with disadvantaged children and youth. Special reference was placed on the improvement of the youth's self-image and perception of his school environment. Emphasis on the areas of family, labor, and social pathology also included the part played by social agencies in the disadvantaged community. This knowledge was expected to provide the teacher with the information to form a realistic basis for the planning and execution of her teaching activities.

Each enrollee was expected to be able to speak, read, and write in both English and Spanish. The teachers selected were persons who would be working with disadvantaged youth during the coming school year.

An incident reported by the staff psychologist gives insight into the differing backgrounds participants brought to the Institute. During a discussion of home visits, one participant, Mrs. A., made a generalization about disadvantaged families based on her observations of one family she had visited. Another participant, Mrs. B., refused to accept the generality as valid. Mrs. B. said that Mrs. A. was using her own middle-class standards in ascribing to all poor people certain characteristics. Mrs. B., herself from a disadvantaged background, took the position that each family was individual; their only commonality was poverty. She felt that generalizations such as Mrs. A.'s led to stereotypes which precluded understanding and help.

Mrs. A. remarked that Mrs. B. was being hypersensitive because Mrs. A. had been speaking only of one family and had not meant to make a general statement concerning large groups of disadvantaged people. Mrs. A., however, allowed that she should have been specific in her comments and that the fault of stereotyping is one that each person should guard against, including Mrs. B.

The psychologist, by perceptive handling of this situation, helped to bring the conflict to resolution in terms of deeper understanding between the two women. Their sympathies as well as their tempers had been evoked and now a reasoned approach to their roles as teachers and as concerned human beings was able to be formed.

The majority of the participants reported that they viewed themselves as middle class and that, as such, they needed close contact with the life conditions of the disadvantaged. The Institute provided this through the practicum, home visits, and field trips to disadvantaged neighborhoods.

Substantiation of this fact was reflected in the enrollee interviews with the Aware Team. The enrollees felt that they had gained more insight into what it meant to be disadvantaged, and the effects such a situation might have upon a child coming from that background. They found themselves more compassionate and tolerant of a child who was, for example, late or absent. The knowledge that such children sometimes had no shoes to wear, or had little or no sleep, and in some instances lacked transportation was no longer merely intellectual abstractions. The participants reported they could put their knowledge of the children to work in helping to design improved educational experiences for them.

The Aware Team's report of this site visit was not as comprehensive as some other reports have been. The function of this visit was an exploratory one. It was for the purpose of developing guidelines for future visits. A further difficulty was that the classes were conducted in Spanish, and the flow of communication was hindered by interpretation. Although somewhat limited, the Team's impressions were worthy of note.

The team reported observing the great sensitivity to the needs of the enrollees as shown by the way schedules were changed to provide more time for informal discussions and group conferences. Also noted was the focus on communication: teacher to child, child to teacher.

Another strength was the use of a full-time psychologist on the staff. The ability to bring to the surface the true feelings of enrollees, even to the extent of allowing clashes when necessary, was viewed as an enabling factor.

The attitude of the faculty was reported as an area of strength. Disadvantaged children were not regarded by them as a breed apart; this reasoning made possible a real identification of the participant with the disadvantaged child. Such identification was further enhanced by home visits, which gave greater understanding of the life conditions that confront the disadvantaged.

The Aware Team reported that although the program had potentiality for impact, the span appeared too wide. The inclusion of K through 12 fragmented the design. Teachers of K through 8 and teachers of 9 through 12 seemed to be operating in their own schools under very different conditions. A reason for this might be that the elementary schools have a large number of disadvantaged children but few of these children go on to high school. A narrowing of the span of grade levels was suggested by the Aware Team.

The general tone of the Institute seemed to be one of excitement over a real and deep experience, participants and Aware Team related. The cognitive aspects were difficult to assess because of the language barrier. There were some political dissensions: Independists vs. Statehood parties, but these appeared to be handled in a constructive manner. A comment by one enrollee could sum up the effectiveness of the Institute, "Something is happening to me."

NDEA SUMMER INSTITUTE FOR SECONDARY TEACHERS OF DISADVANTAGED YOUTH

Goucher College, Baltimore, Maryland

The Goucher College Institute was unique in several respects. It was characterized by a non-directive approach which placed responsibility directly with the enrollees. It provided a parallel learning situation for the teachers and practicum students, wherein the teachers observed students struggling with the same problems of self-expression and literary exploration that they themselves were involved in. Through these observations and by the skillful use of group dynamics and role playing, the Institute sought to achieve new insights into teacher and pupil behavior. The program involved 30 Baltimore high school teachers of English and Social Studies, chosen in teams from eight schools in the inner-city area, and 22 high school students from these schools.

It had been hoped that all participants would be able to live on campus but this was not feasible and about half of the enrollees commuted, but it was observed that they devoted increasingly more free evening time in association with those living on campus. Also in residence on campus as part of the program were the 22 high school students who were selected on the basis of being disadvantaged (with reference to economic position, family conditions, housing) and who had shown signs of average to good academic ability as based on one or more test scores which had not been reflected in actual performance in course work. These were "under-achievers" whose performances apparently stemmed from the social conditions under which they lived.

The presence of the students as young people to observe while under instruction and to learn to relate to and identify with in the total aspects of community living well served the basic purpose of the Institute as set forth in the Plan of Operation: "To broaden the teachers' awareness of student potential, their recognition that, while their students may be 'disadvantaged' when it come to possessing certain skills and manifesting certain kinds of motivation, these students sometimes actually have, because of their background, talent and drive which make them highly educable."

The six-week Institute program consisted of three daily class experiences. In addition there were evening lectures, panels, and film programs for one or two evenings each week averaging about three hours required evening time per week. The first class, which met for one-and-a-half hours every morning, was a group discussion situation based on a combination of T-group method and the methods of Carl Rogers. The purpose was to allow each participating teacher to rely on his own insights and knowledge about the multiple factors of teaching inner-city youth, to learn that he himself (without a basic reliance on "authorities" or "experts") has the capacity and strength to be his own authority and expert about inner-city teaching.

This "Roundtable" class developed as a result of a weekend planning conference held by the staff eight weeks before the beginning of the Institute. At this conference, in the light of the widely differing academic backgrounds of the teacher-participants it was decided that the ordinary lecture-discussion methods would simply produce a situation in which those participants who were "intellectual" and articulate would become more so and those who considered themselves ordinary and inarticulate (many of whom, out of direct experience, really did have important knowledge to share) would have this self-depreciatory attitude increased. Also, stress was placed on the fact that self-images and ego-strengths of the teachers who work in inner-city schools must be positively reinforced.

The staff concluded that each day of the Institute provided a group experience which proved that primary insights and actions came not from the staff members but from the participants themselves. The staff member in each group was not present as a resource person but rather as a relatively silent, sympathetic listener, or tone-setter. It was understood that substantive discussions on inner-city teaching and related problems would take place and also that books would be mentioned, recommended, even assigned by group members to each other. It was planned that all these components would develop in accordance with the desires of the people in the group; not directed by any authority or any one person in the group. It was also understood that frank self-examination and emotional conflict would occur, as in T-group situations. However, in the setting postulated these developments would occur in the context of mutual examination of inner-city teaching and with the group feeling that there was substantive business on the table there would not be an extreme tendency to dwell in personal emotional areas.

Five groups composed the Institute consisting of about 12 persons each, including a staff member. Of the five groups, one was exclusively made up of participants. The other four included equal numbers of teachers and high school students. This situation was the result of the difference in numbers between teacher and student participants and also of the staff's desire to observe the differences between the two kinds of group experiences. While there were no specific assignments, the key books and articles that were read seemed to have meaning for participants since the reading grew out of their own expressed needs and they were self-assigned.

In operation the major difference between the all-teacher group and the combination teacher-student groups was that in the former the discussion was more manifestly intellectual and more directed to problems shared by teachers, while in the latter the teachers' experience had much more to do with direct communication with the student-participants and observation of their attitudes and personalities.

The second class of the day was English. Two (or three, in alternate weeks) days each week this class consisted of observation of the student English class followed by an evaluation hour. Three (or two, in alternate weeks) days a week this class was an English course for teachers in poetry and poetic theory with an emphasis on writing poetry. In the first instance the teachers (broken into sub-groups of 15 each) observed a "master-teacher" working with the 22 tenth and eleventh grade students. Throughout the six week period the students in the observation class discussed poetry by William Carlos Williams and E. E. Cummings and selected prose works by Ernest Hemingway, Richard Wright, and George Orwell. At the same time they discussed poetry that they themselves were writing in relation to the material read and to their personal experiences in and out of the Institute. The continuing six-week observation of these classes was important for its demonstration of a method of free discussion, guided by questioning (though never dominated by teacher-synthesis) in an atmosphere of acceptance of whatever the student wanted to contribute.

In the latter instance the teachers read and discussed the same books that the students were reading with the emphasis on the personal relationship between the teacher participant as a person and "poetry" itself. Poetry was written by all of the participants as they wished and this material (duplicated) became the center of many class analyses. In this class the instructor refused to play the role of lecturer or even a resource person. A list of books was provided for the course but no assignments were given; the only guide from the teacher was a suggestion that the participants could, if they liked, write poetry or prose, and if they did so, arrange conferences with the instructor.

The English observation class, as had been intended, made a profound impression on the participants, which was evident in their written evaluations. Yet, as the Director pointed out, it was the hard work and the penetrating discussions of their own English class which played a major role in their consciousness of the success of the observation class. For it was largely because they themselves became directly and personally involved in the literature that the students were studying that the participants were able to identify with the students' need to speak about the literature seriously, and thus were able to witness the students' growing sophistication about the concepts and techniques of the writers being studied. Thus, underlying the consciously asserted satisfaction in the observation classes were the frequent frustrations and sometimes painful self-exposure that took place within the teachers' own English class.

The third class was Sociology and Role-Playing Techniques, planned and taught jointly by a sociology professor and a dramatics instructor who is a social worker with the Baltimore Department of Welfare. Three days a week were spent with the sociologist in a course in urban sociology where the lecture-discussion method was used, with material covering inner-city family, economics, housing, and minority group problems with considerable use of outside speakers. Two days a week the dramatics instructor involved the group in role-playing, creating "scenarios" concerning inner-city social problem situations and then having the teacher-participants act them out. After these activities the situation and attitudes revealed by them would be discussed. The goals of this joint course were two-fold: (1) participant insight into personal experience in relation to inner-city environment and (2) demonstration of how role-playing methods can be combined with social science subject matter and with more conventional lecture and discussion techniques.

A successful outgrowth of the sociology course was a series of voluntary small-group sessions with a psychiatric social worker whose major role in the Institute was to interview and counsel the participants. Here the enrollees brought up their own counseling problems with respect to inner-city disadvantaged teenagers and with the leadership of the social worker, discussed and analyzed cases.

A further result of this course was the formation of a committee of teachers who intend to do continuing planned role-playing (socio-drama) that will dramatize the problems and challenges of teaching in the city. This group mounted a trial production for the Institute on its final day. They have made contact with a local television station which is interested in broadcasting both the production and discussion of the group purposes in seeking to perform before Parent Teacher Associations and teacher groups throughout the year.

Evaluation of the Institute experience by the participants revealed a marked development of sensitivity and strengthening of self-concept. The teachers came to feel their importance and the reality of their own capacities to perceive and to act. Persons who felt themselves somehow "dedicated and/or sensitive" and yet alienated, subordinated, rebuffed, in the world in which they normally lived, here found themselves in a community where people would listen to them and take them seriously. The group rapport in the Goucher Institute was excellent as a sense of community developed within teacher and student groups as a whole. Joint softball games and picnics were originated and planned by the participants and staff; teachers and students attended plays together. The Aware Team commented on the willingness of the staff to live on campus and work with the group from 8 a.m. to 10 p.m. if necessary.

There were some criticisms leveled at the Institute by some of the enrollees and by the Aware Team. The social studies teachers wanted demonstration lessons in their subject. Some of the teachers felt that the students were not typical because they did not evidence any serious emotional, behavioral, or reading problems. Others felt that there should be school administrators among the enrollees. The Aware Team reported observing a need for a longer institute, perhaps for eight or ten weeks. The Team noted that the use of the non-directive approach seems to take longer to produce changes. There was a suggestion that a historian might be added to the staff for the social studies teachers or that the Institute be limited to English teachers. The Aware Team saw the need for an additional staff member and recommended that a public school administrator or teacher be included in the staff.

The staff felt that they would make no major changes in the design of the Institute. They would have preferred to include some participants from other parts of the country and to have all the enrollees live on campus, even if that meant making provisions to house their families. The staff was in agreement with the Aware Team in believing that a longer session of eight weeks would be desirable.

The Director would revise his student selection procedures because the schools involved removed all "disciplinary" cases from the lists of students considered for the Institute.

The success of the Goucher Institute lies in its clear demonstration of how an atmosphere of freedom in class and in related out-of-class experiences (an atmosphere in which the student commits himself to participating only if he really wants to and in which there are clearly no penalties if he seems not to be participating) results in not only improved self-image and in authentic motivation but also in actual work done, in skills and concepts learned and retained. The volume of poetry and prose written by the participants, teachers, and high school students is tangible proof of the success of this approach.

The teachers had an opportunity to see students from their own school area, enthusiastic, highly motivated, highly educable, and could then go back to their own school ready to make an increased commitment to education of such youth. In the view of the Director, this new attitude was more important than the sociological knowledge, the techniques, and subject matter enrichment that might be derived from the Institute experience.

NDEA INSTITUTE FOR TEACHERS AND SUPERVISORS OF DISADVANTAGED CHILDREN AND YOUTH

Glassboro State College, Glassboro, New Jersey

A trend in American education today is to amplify the extent of the school's involvement in the home and community to produce a more dynamic exchange of experiences and insights which can extend the school's understanding of the child and facilitate his progress. This tendency can be seen as a counter response to the pattern followed until the late 1950s by public schools which was to draw away from the familial, communal ties established earlier in a simpler, rural society into the demense of professional expertise. But such withdrawal left educators without sufficient information on which to base conclusions in regard to the needs of a growing number of students under the school's authority. Perceiving their role within a limited curriculum, educators functioned as if the middle-class children were the total spectrum. Rejected as alien, the prime misfit became the disadvantaged child, product of a culture which rendered him invisible through neglect.

The fact that this trend has been reversed has left much to be done in guaranteeing effective public education to all. Certain educational institutions have recognized that close cooperation with adjacent public school systems can lead to mutual benefit in knowledge of disadvantaged children and improvement of strategies to teach them.

New Jersey's Glassboro State College and some nearby community school systems are engaged in this cooperative process. Responsive to the now recognized need for supportive interpretation of the disadvantaged and the implicit requirement of teacher re-education, the College sponsored a summer Institute with four adjacent school districts: Camden, Bridgeton, Salem, and Vineland. Cooperative planning was developed when these four cities expressed concern with problems of educating their disadvantaged youth. Each of these cities represented an area in transition with many newly arrived Spanish-speaking Americans from Puerto Rico and some longer established Negro families among its citizenry. Camden and its sister city, Bridgeton, reflect the change that has come to many areas of exurbia. Formerly communities where upwardly mobile families moved as they sought to improve their status, as well as to escape the deterioration besetting the nearby metropolitan center, Camden and Bridgeton have now become areas of disenchantment. Small industries have moved in employing semi-skilled workers. The rural outskirts of these cities have long been the site of an aspect of the pork industry where mid-western pigs are fattened before preparation for the eastern market. This industry primarily employs low paid Puerto Rican labor, replacing the former Negro tenant-workers who have been attracted to better paying, unionized jobs in the local industries.

In shacks and shanties offering no indoor plumbing or heating, with a central spigot shared by many families for water, these Puerto Rican newcomers go about the business of readying pigs for market, a process which includes gathering garbage from nearby Philadelphia, cooking it in open, outdoor vats, and shoveling it into the pigs' troughs.

Tall rows of trees planted in front of the pig fattening farms effectively screen them from the view of the passer-by. Negroes live in small, isolated ghettoes in the towns.

Children of these families were admitted to the local schools, but the neighborhood school plan of organization effectively kept them from sharing schools with middle-class children, who attended neighborhood schools near their own homes. Schools attended by the middle-class children became preferred by teachers. The teacher turnover rate was noticeably higher in the schools with high populations of disadvantaged children and youth. These children were labeled "difficult," "hard to teach," and "problem children."

The summer Institute for teachers and supervisors at Glassboro State can be seen as a strategy to change the situation in these schools. In planning the Institute an assumption was made that possibility of change is enhanced when teams of teachers from the same local school districts with similar problems undergo a positive mutual experience. With the administrative philosophy emphasizing college service to public schools, a six-week program was initiated enrolling 71 participants from the four nearby communities, most of them teachers, a few of them administrative and supervisory staff. Through this process, returning teachers with the support of their supervisors could influence their colleagues.

The participants represented a wide instructional level, K through 9, which necessitated particular skill on the part of the Director in making possible appropriate cognitive learnings during the first two weeks of the Institute along with a practicum and field experience relevant to the primary, intermediate, and junior high school teacher groupings.

Two centers for practicum were established; one at Bridgeton for participants from that local district, plus Vineland and Salem; and another at Camden. Children at each center were screened for the program. Sixty children defined as needing enrichment and representing the three instructional levels, rather than those having serious remedial or emotional problems, were selected. The principal purpose of the practicum was to enable each teacher to establish a relationship with one or two children in greater depth than is usual in the classroom.

Field trips were taken by participants and their practicum students to cultural-recreational sites, among them the Cumberland County Fair, Philadelphia International Airport, and the Atlantic coast for swimming and a picnic. Visits were also undertaken to community agencies as well as to children's homes to help familiarize participants with the children's life, conditions, and related problems.

Although it had been anticipated that parents themselves would participate in activities at the two centers, afternoon trips and a recreational program proved too short a period to develop a fruitful relationship particularly since parents were working or unable to find substitutes for home responsibilities.

Programmatic emphases through lectures, group discussions, and readings lay in three areas: (1) understanding of psychological and sociological dynamics affecting disadvantaged youth, (2) exploration of promising instructional techniques to be used, and (3) the development of an effective school program for these children. With the curriculum expanded to approximate the sum of experiences both within and without the school, participants were more readily able to relate a child's experiential background and social behavior to attitudes and difficulties in learning encountered in the school setting.

Throughout the program of the Institute instructional methods and techniques related to the teaching of reading was a major focus. Research done by Anne Anastasi at Fordham University and Martin Deutsch at New York Medical College among others, reveals a relationship between disadvantagement and reading ability particularly at the younger grade levels. Various interpretations suggest possible causes may be, among other factors, home environments unstimulating to verbalization, and/or a meagre variety of experiences inhibiting the child's ability to observe, compare, or relate. The need on the part of children to develop bilingually in two different culture modes may set up yet another barrier to successful linguistic competence. A number of resources at Glassboro State College were particularly well suited as approaches to this problem area.

One such resource, a Glassboro State College faculty member, who is a national authority on reading, acted as visiting lecturer and discussion leader on reading problems during the Institute's initial on-campus phase. In these meetings stress was placed on both developmental and remedial reading programs and how to implement them. Promising practices were explored in using (1) children's natural language patterns to improve language expression, (2) first hand experience as a learning technique, (3) remedial techniques to offset deficiencies in communication skills, and (4) modification of current texts, which tend to lack relevancy for the disadvantaged.

Further development occurred when participants evolved a series of activities entitled "Things I Am Going To Try." These were activities and materials to use during the regular school year as a result of their participation in the Institute.

Another resource available to Institute participants was material published through the Curriculum Development Council for Southern New Jersey. The Council, a non-profit educational organization of public school districts associated with Glassboro State College for "purposes of study and action research in selected curriculum areas," through its publications acts as a medium for an exchange of ideas and experiences developed by committees of teachers in the local schools. In a number of staff presentations ways to develop an improved reading readiness program was presented along with ways to systematize a teacher's observations of the child's linguistic background and ability.

The Institute gave little emphasis to the theoretical approach to learning, emphasizing substantive content and teaching skills as a foundation for curriculum development and inter-action between teacher and pupils. However, in the view of the Aware Team more emphasis could have been placed on intellectual content with greater cognitive learnings in sociology and cultural anthropology. Certain methods expressed by enrollees as being most productive for work with the disadvantaged were those related to providing a curriculum based on concrete, day-to-day experiences, the use of role playing, open-ended questions, and discovery.

Small group and individual activities geared to a shortened attention span and a need for individualized attention allowed a freer, less structured atmosphere in the classroom. With many of the participants coming from schools where middle-class stereotypes prevailed with regard to differing socio-economic groups, the Institute provided an exercise in extending the teacher's empathy for those from different backgrounds. As one participant expressed it, "I taught in the neighborhood for years but never really saw it before."

It had been noticed that many teachers of somewhat limited experience tend to self-assign certain methods for introducing subject matter into the content of the classroom. Ways which will provoke spontaneous interest or response are increasingly omitted from the orthodoxy of style that has been developed. One of the tasks this Institute set for itself was to demonstrate imaginative techniques in order to effect a release from earlier, presumptive sets. For instance, one morning the Director as he was informally visiting the practicum classes brought a game into the classroom. It consisted of 15 matches arranged on the table. Challenging the group of children, the Director asked them to make alternate moves withdrawing one, two, or three matches in a turn from the pile. The object was to leave enough matches so the last turn would not force the player to remove the last match. The children's alerted interest in response to this challenge did more, as an example, to awaken teachers to other exciting possibilities for use in their own classrooms than many hours spent in examining more conventional approaches. As the children discussed and projected a series of hypothetical moves, as well as trying out various approaches to the problem, teachers began to see a vindication of their growing realization that these children function most effectively in experience-oriented activities. As one teacher stated, "Their self-reliance and ability to appraise a situation is surprising."

At Glassboro the effort which had been expended in the Institute on extending the functions of the school into areas that needed attention and were not receiving any, now provides a base for more persistent, ongoing programs to help solve difficulties in these areas. Needs which were formerly only the concern of a few teachers, now can be incorporated as mutual problems to be shared by the wider school-community. From a less isolated vantage point, teachers in the schools can, if they will, start to concern themselves more effectively with possible solutions to some of their educational problems.

NDEA INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH

Jackson State College, Jackson, Mississippi

There is tenseness in the air of Mississippi, a result of prejudice and lack of trust. As the winds of change move down, reluctant segments of society gird themselves to fight for the familiar past. Change is taking place in spite of trouble. A small college for Negroes in the heart of Jackson has become a symbol of change and hope, a force in the attack on disadvantagement and human disintegration that is the result of poverty and bias.

Operating on the philosophy that the Negro teacher in the South must be helped to see himself as a worthwhile individual and one capable of a definite contribution to society, the Director of the summer Institute at Jackson State College and the staff took on the task of designing an eight-week Institute for teachers of disadvantaged children and youth. The Institute selected 30 elementary and high school teachers ranging from preschool through grade 12. These participants were themselves the product of disadvantagement, living in the small towns that dot rural Mississippi. The participants were to become the "textbooks" to describe, in a manner no book has ever done, the disadvantaged Mississippi child. The participant in the Institute, however, did not have to rely solely on his memory of children with whom he had worked. In the practicum of the Institute the participant discovered, through close contact with one child and his community, how this individual child thinks, plays, and learns and how his parents think, feel, and learn.

Because much of Mississippi is a closed society, it was reasoned that broader contact with the larger world was imperative for the participants in the Institute. Arrangements were made for conference calls enabling participants to converse with such people as Norman Cousins, John U. Munro, Allen S. Hortman, and Daniel Schreiber. These discussions offered an opportunity for participants to respond to the ideas of, to challenge, and question the speaker. Ideas which lingered inchoate in their own minds were given a chance to be "fleshed out" and thus probed in a way not previously possible. This aspect of the Institute was seen tc be a distinctive, truly innovative facet of a program described by the Aware Team as imaginative and well conceived.

Field trips were augmented by tours to colleges, research centers, and other points of interest in Mississippi and New Orleans. It is significant that some participants expressed reluctance to travel on field trips away from the Institute. The Director reported that they told her they feared their school boards would remove them from their jobs if they "saw too much and got ideas." The Director responded to this fear by personally explaining the purpose of the trips to the various boards and superintendents of schools, getting their assurance that no participant's position would be jeopardized by his expanding horizons.

Other field work involved having the teachers help the 60 disadvantaged children in the practicum through examining their speech patterns, helping them to improve them. The non-verbal communication of the children was studied as was the children's tendency to stereotype thought and language.

A balance was preserved between the time given to field experiences and the time used for acquisition of background knowledge and skills. One of the techniques used in cognitive learning was extensive use of outstanding fiction and non-fiction paperbound books. Ideas for field work to ascertain how the concepts of Negroes and whites are undergoing change came from these books. Much emphasis was placed on the examination of values. Trips were made to different communities of disadvantagement to speak with the residents, to observe what the community and social agencies were doing to counteract the existing difficulties, and to visit the disadvantaged child in his school and classroom.

The Aware Team reported that great effort was made in the Institute to refresh the teacher in the core subject matter needed by his pupils and to extend that core with the vital margin of knowledge that teachers need to have. It was believed by the Institute staff that such extension of knowledge is a necessity to the teacher of the disadvantaged child who needs to be an exceptional teacher to compensate for lack of family and community resources. The Institute, by providing an unusual cultural and intellectual experience, demonstrated to teachers the progress that could be made through study and observation.

The selection of enrollees was seen to be a strength of the

Institute. The process used insured the inclusion of individuals in leadership capacities from each of the educational districts of the state. It was anticipated that the sphere of influence of these people will affect existing conditions within their home districts both in matters of education and culture.

In its reaction to the program the Aware Team was impressed with the organization of the project and its scope. The Team remarked on the excitement generated in participants by the Director and the staff. The Team found the main strengths of the Institute to be the enhancement of the self-concept of the participants, the process of selection, and the faculty itself. The consensus was that the plan for the Institute was both imaginative and sound, based on what seemed to the Team to be a real understanding of conditions existing in Mississippi. An attempt was made to carry over Institute learning into the regular teacher education program of Jackson State College by the involvement on the staff of key people from the department of education of the College.

The Director reported that a feature of the Institute which met with favorable participant response was the invitation to guest speakers to live on campus with participants and to be available for informal discussions. Participants commented favorably on the opportunity to explore the thinking of guest speakers in greater depth than is possible when a speaker comes for only a day.

It was the opinion of the Aware Team that participants needed additional time to explore in detail aspects of the program of special interest to them. They also agreed that if the sweep of the concept of the Institute had been less broad, participants might have been able to explore a few facets in more depth. The reasons underlying the suggested changes stemmed from the concern that the participants were in class six days a week, from seven in the morning to five thirty each afternoon. Every minute of these days was planned and the participants had little time for discussion with one another or staff except in the evenings. Reflection and study also had to be done after dinner. The Aware Team observed that the pace seemed exhausting.

The range of reading materials, the Aware Team reported, was extensive, more comprehensive than the Team anticipated considering the location of the College. The readings were correlated and integrated into the total experience and there was evidence that the participants were utilizing the library. Other aspects of the program contributing to the stimulation of cognitive development, as perceived by the Aware Team, were the field trips, the overall planning, and the tie-in to the ongoing program of the College. The emphasis on the humanities provided the participants an opportunity to see relationships in a way they had not experienced before.

This was, the Team reported, a good Institute, whose "light will shine" throughout Mississippi. The Team further commented on the willingness of the participants to attend classes on Saturdays and attributed this to the understanding and dynamism projected by the Director and the impact she has had on Negro education in the state.

NDEA SUMMER INSTITUTE FOR ADVANCED STUDY FOR TEACHERS AND SUPERVISORS OF DISADVANTAGED YOUTH

Western Montana College, Dillon, Montana

On the eastern slope of the Continental Divide in the state of Montana there are seven Indian reservations, totaling 8,343,929 acres. Both North Plains and Plateau Indians live on these reservations: Blackfeet, Crow, Confederated Salish and Kootenai, Assinboine, Gros Ventre, Sioux, Northern Cheyenne, and Chippewa, about 30,326 individuals in all. The statistics on this population are significant. Forty to fifty per cent of the employables are unemployed; low levels of occupational skills are evident; the average family income is $1,500 or less per year; the average age of death is 42; more than 90 per cent of the housing is sub-standard; the average level of education is through the fifth grade; a large number of school age individuals are not registered in any school.

The Director and faculty of the NDEA Summer Institute for Advanced Study for experienced teachers and supervisors of disadvantaged children and youth at Western Montana College recognized that one line of attack on the environmental problem of the Indians in their region was through the improvement of education. The specific thesis of this Institute was that successful teaching of Indians requires understandings, appreciations, recognitions, and approaches which are uniquely Indian and which have to be learned by Caucasian teachers. Implicit in this approach to the education of Indians is the need for teachers to "unlearn" stereotyped and preconceived ideas of Indian culture and misunderstandings about the potential role of the Indian in American life.

The program of the Institute was organized around three courses: Improvement of Instruction: An American Indian Workshop; Special Problems: Understanding the American Indian; and Indian Culture of the Northwest. The first, American Indian Workshop, included the presentation and seminar discussion of current classroom instructional problems particularly applicable to the Indian child, as well as practicum experience for each participant at the Montana State Children's Center. The course on Special Problems: Understanding the American Indian was taught by a variety of special lecturers most of whom were Indian teachers and workers who shared the particular knowledges and techniques of instruction especially applicable to Indians. Another course, Indian Cultures of the Northwest, was devoted to the history and culture of the Indian tribes in the region with emphasis on understanding of social organization, tribal government, the land estate, political strength, philosophy, religion, literature, music, folklore, naturalism, arts, crafts, and science. This course included extensive field trips (one lasting four days) to Indian reservations and visits to archeological sites.

The staff was composed of the Director, an Associate Director who himself was Indian, two other full-time faculty members, and three part-time faculty. Of the 50 participants who came from 17 western states (except for one from New Jersey), all were committed to working with disadvantaged Indian children and youth. Only two held less than a bachelor's degree. The median age range was 35-39. Forty were married, and men outnumbered women by more than two to one. Twenty-seven participants had more than three but less than ten years of teaching experience; the remainder had more than ten.

It is not possible to describe adequately the impact of this program without reporting a single factor which affected the total Institute. The participants, the faculty, and the Aware Team all indicated that the administration of the College did not appear to support the Institute and through negative actions made the participants feel unwelcome on campus, made the work of the faculty extremely difficult, and created a climate of coolness which was reflected in the participants' attitudes toward the Institute. No one was able to provide a reason for this circumstance particularly since the original attitude of the administration had been to have the "biggest and best" Institute possible. Concurrent with the operation of the Institute was the regular college summer school program, which was to be followed by Boys' State (a convocation of male, teenage, statewide leadership in the form of a mock state government), which was to be held on campus. Preparations for the Boys' State included the complete overhauling of food facilities which placed a further hardship on the Institute.

The program was well divided among lectures, seminars, field trips, and practicum. In the group sessions participants reported the combination of these four features to be the main strength of the program. The staff was more selective, reporting that in their opinion the practicum and demonstration classes were of the greatest benefit. They recognized the importance of the field trips to reservations but felt that they were poorly scheduled because they conflicted with lecture sessions. The schedule difficulties were a result of the uncertain dates of tribal activities. Such dates are set by medicine men, often with little advance warning. The Aware Team, however, while recognizing the value of these aspects of the program, stated that in their perception the Indian staff member made the greatest impact on the participants, imparting his understandings in regard to the emotional, motivational, and cultural problems of Indians.

The participants, because of the inadequacies of the facilities on campus, suggested that the Institute would be improved if it were moved off-campus onto a reservation. They believed there they could more closely share the life of the Indians, and through living with them, make a continuing study of their life style, learning patterns, motivations, needs, and aspirations. They further pointed out that it would be easier to move the library and other materials to the reservation than it was to transport the participants themselves in busses to the practicum schools. These observations were made after the participants had visited reservations on field trips, had made home visits to the families of children with whom they were working in the practicum, and had developed community schools. Therefore they were well aware that they were opting for more rigorous living conditions for themselves, but such possibilities seemed preferable to them than the realities of the campus situation.

The participants discussed the possibility of such a change of venue for the Institute with the faculty, and reported these discussions to the Aware Team. The faculty's reaction was that it would be considered as a possibility for a future institute, but it was not practicable in the time remaining to this one. In a conversation following the Institute's close, the Director stated that he wished he had been able to effect the change during the summer since he believed it would have improved the learning potential of the participants. However, the Aware Team's reaction was that the participants by openly sharing with the staff their desire to live with the Indians, being willing to participate in their lives as much as possible, showed remarkable growth in understanding, not only of their own, but also of the Indians' situation.

The participants' satisfaction with the practicum experience was not completely shared by the Aware Team. The Team indicated that the amount of direct teaching contact with children might usefully have been increased. They also suggested that demonstrations of teaching methods might have shown some of the more recent development in teaching techniques, use of materials, and approaches to children's learning problems. Without more definite plans for post-

Institute follow-up it is not possible to determine what concrete learnings the participants included in their own classroom teaching when they returned to their schools. The possibilities of positive change in the participants' attitudes and resultant behavior toward individual Indian children when they return can be more safely predicted. These changes were evidenced not only through the work with the children in the practicum, but also in the willingness of the participants to have the Institute held on the reservation.

A definite conclusion which can be drawn from the experiences of those involved in this particular Institute is that the attitude of the host institution plays a major role in the impact of an institute.

The Aware Team suggested that hard work by the staff and good will on the part of participants cannot wholly compensate for less than whole-hearted support by the host institution.

NDEA SUMMER INSTITUTE FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH

Western Washington State College, Bellingham, Washington

The broad range of industrial and agrarian productivity of the state of Washington has drawn men and their families from other parts of the country to work in its factories and upon its farms. With the influx have come problems: those of unskilled manpower, deteriorating housing, low incomes, and educational deprivation. Some members of three groups in particular reflect symptoms of severe disadvantagement.

The members of the first group are not, however, newcomers. They are Washington's longest-time residents. Of the 27,076 Indians in the state, thousands of them find it necessary to leave the reservation each year because of inadequate resources within it. Once off the reservation they tend to concentrate in the larger cities where their income levels are half that of the average Washington resident. Their children, the faculty of Western Washington State College reports, experience a high incidence of failure in the early years of school; 65 per cent are reported as having failed one year by the end of second grade.

Migrant labor constitutes the second group. Generally Spanish-speaking, the migrant families follow the crops during the picking season through the Pacific Northwest. Their constant movement and uncertainty of employment produces conditions not conducive to their children obtaining continuity in education.

The third group are unskilled laborers, with an increasing proportion of Negroes, who come looking for steady work and better opportunities. Many find work in the mixed industry and shipping of Seattle and Tacoma. They tend to settle into the inner-city cores.

In designing an Institute for teachers of the disadvantaged at Western Washington State College at Bellingham the Director stated that school personnel need to acquaint themselves with the backgrounds and problems of the children from these groups. The Institute was planned so that teachers could explore remedial techniques which would unlock intellectual potential and which would encourage participants to try to evolve a more appropriate curriculum and methodology to relate experience to learnings.

Out of the 480 applicants, 50 participants were selected from the elementary and secondary levels who would be working with disadvantaged children in the following school year. The majority of teachers enrolled came from within the state; the remaining six were from as far away as South Dakota, two of these Catholic nuns. Eight participants came from Seattle, six from Bellingham itself. Where it was possible, teams consisting of teachers, guidance counselors, and a representative from the supervisory staff were admitted from the same school or district. It was believed that upon their return they could put into action plans and programs developed during their Institute experience. The Director expressed the opinion that a team could attack the low educational level of the disadvantaged more effectively than could an isolated individual. Among the participants there were twice as many men as women. More than half the participants had taught for more than ten years.

At Western Washington there were two interesting programmatic emphases: the team approach and a week-long camp experience on Orcas Island. Since the team approach meant that the principals and teachers worked together on problems common to their school, it was necessary that rapport between administrative and classroom roles be established. Initially teachers were hesitant in expressing themselves. However, with the focus that of a common goal rather than intra-staff evaluation, the selection of supervisors and teachers from the same school was a strength, both in the view of the Aware Team and the Institute Director. One enrollee reported on this aspect in the following manner, "I gained an awareness of what can be done when the administration, teachers, and finances combine to face a felt need."

The sixth week of the Institute was devoted to group camping on Orcas Island in Puget Sound. Participants from the Institute, staff, and 50 children camped together in the rustic setting. During this time the participants became "family" for the children whose ages ranged from 8 to 15. Each participant was assigned one child to work with intensively. The children had been earlier selected by the Institute staff in cooperation with community welfare departments and private relief agencies. They came primarily from the Lummi Reservation with a few from the inner-city of Seattle, from Tacoma, near-by small towns, and rural communities. It had been expected there would be a number of migrant children in the group. With the failure of the berry crop the adjacent migrant camps were unoccupied so no migrant children were available at the time of the Institute.

The group of 50 children was quite obviously disadvantaged. Some had only the clothes they arrived in; others needed bedding equipment, and sleeping bags were bought for them. For the teachers living with these children there was the opportunity to become deeply involved in the life-style of one child, and to respond to affective aspects of a differing sub-culture. In such close contact implications could more readily be drawn with regard to a child's coping ability when he had suffered discrimination on two counts: from his economic disadvantagement and his color.

Reactions from the children to this experience were varied. One said, on viewing the number of adults at the camp, "This looks like a teachers' meeting." Some of the children impressed the participants as being defensively hostile and boastful. For a few children there was an attempt to denigrate the potential meaning of the experience by a retreat from a close relationship with his "family." Knowing that the experience would soon end, how could a child learn to trust? Finding answers to this question and developing strategies for improving the child's self-concept and ego strength were the main tasks for the participants.

From the participants came a mixed response. In the view of many of them the camp had provided the most fruitful part of the

Institute, allowing a close-up of the problem. Responses ranged from, "It was good for the kids but didn't do the teachers any good," to "It has been enlightening to work with colored children," to "It was hard to work with a child for just a week, to learn about him, see the help he needs, and to be unable to follow-up on him and give him some real help." For a number of teachers the lack of organization and structure in the program on the Island was disturbing. The structure of "unstructure" was not comfortably perceived. For another such program it was recommended that teachers work together with groups of five children and that more complete profiles of each child be available earlier in the program.

Since the emphasis on the Institute was on local educational problems, the participants believed there were too few staff members familiar with the area. Two staff members were from the College faculty, another proved to be more familiar with problems of the disadvantaged in Harlem, and the fourth, a sociologist, was from the Tobagos Island in the West Indies. Seven of the 13 visiting lecturers spoke from personal knowledge of local problems. However, when participants responded during a group interview with the Aware Team, criticism was expressed by a number that there had been too much time given the "experts" via the lecture platform, and not enough time devoted to inter-action among Institute members themselves.

Seminars in the Psychological, Sociological, and Educational Implications of the Disadvantaged examined the effects of cultural-economic deprivation on youth and children, with a biweekly seminar devoted to a multi-discipline approach, where Institute participants and staff shared in searching out strategies for working with these children. Individual research projects were undertaken by each participant enabling him to make inquiries into a current problem and to devise ways to meet it which might be relevant to his own school situation.

Enrollees expressed criticism of the cognitive aspects of the program, stating that it was heavily weighted in areas of theoretical content. There seemed to be too many out-of-state speakers. Specificity was lacking in the more comprehensive global approach, and speakers tended to be repetitive since little time was given to their orientation in relation to the total program. "Less time spent sitting in the classroom. . ." and "Less theory and talk about the problem, more practical experience in teaching these youth," were two comments made by participants.

Further difficulties were encountered in the experiential aspects of the program. Minimum emphasis was placed on instructional processes such as small group discussions, home visits, field teaching experience. Field trips were taken to Indian reservations, migrant work camps, and the Seattle inner-city. Since these trips were taken by small groups, without opportunity for feedback to the total group, vicarious sharing was not possible. The intensive week on Orcas Island in some measure offset these programmatic deficiencies, but enrollees reported some concern for the loss of opportunities to work closely with children in some type of ongoing practicum experience. "I feel we could be more involved with students, disadvantaged students. This might be in a classroom situation or face to face or whatever; but let's work with the kids," said one participant. "The active work with children followed by seminar evaluation and discussion with other members of the Institute would have been more valuable than lectures by 'experts' unfamiliar with problems in the Northwest," another noted.

The Aware Team suggested that there seemed to be a tendency to disperse the program across too broad a field as evidenced by the wide grade span of the participants. Venturing to involve teachers from first through twelfth grade, submitting three populations of disadvantaged for study, taking participants from both rural and slum schools, seemed to provide a dilution rather than a distillation in content and focus.

It was suggested by the Director and recommended as a change by the Aware Team that the grade level spacing of participants be reduced. In this category the Aware Team also suggested a reduced number of enrollees; however, the possibility for effective follow-up was seen to be greatly enhanced by the presence of both supervisory and teacher personnel in the same Institute.

A further strength reported by the Aware Team was the high calibre of the staff (only two of whom were full-time members) and the high level of ability, competence, and experience of the participants themselves. "Utilize participants more," and "What I had hoped to see was other teachers in action solving these problems," and "I would set up committees of teachers to help me plan," are statements which illustrate the participants' ability and willingness to assume a more active responsibility for the program. Enrollee expectations for specific strategies and techniques demonstrated by curriculum experts, as reported in the Aware Team group interview, could only be theoretically, but not practically implemented since the only experience with children was the week on Orcas Island.

In summary, the Institute at Western Washington set itself an ambitious task in alerting teachers to current research and approaches to a wide gamut of disadvantagement, and in attempting to change some of the _a priori_ attitudes held by many. Pairing teachers and children during the week of Orcas Island provided an interpersonal experience. In the words of one teacher, "We all tend to live in a world of faulty generalizations, looking at the world through cliché-colored glasses." For many participants, this confrontation encouraged them to see the disadvantaged for the first time without those glasses.

NDEA SUMMER INSTITUTE FOR ELEMENTARY TEACHERS OF SPANISH-SPEAKING DISADVANTAGED CHILDREN
University of Texas, Austin, Texas

There are well over a million people of Mexican origin living in Texas today, the majority of them Spanish-speaking. The public educational system has traditionally been designed and geared to the native, English-speaking child. Under such an instructional program, according to research conducted at the University of Texas, approximately 80 per cent of the beginning first graders from a non-English background fail in their initial school experience; they are unable to learn to read. Many of these youngsters are from economically disadvantaged homes which have a high percentage of family illiteracy. Some of these children do not succeed partially because of poor school attendance caused by family migration or lack of parental interest. However, the largest single contributing factor, according to the study mentioned above, is the language barrier.

The Texas summer Institute for teachers of Spanish-speaking children was designed to provide teachers with the special skills, knowledge, and attitudes needed to increase the probability for academic achievement of these children. The Institute program grew out of a first-grade reading research project (U. S. Office of Education No. 2648) with Spanish-speaking children, in which several members of the Institute staff had worked together developing new materials and techniques which utilize experiential, conceptual, and linguistic build-ups based on "culture-fair" science content. Their experiences in this project led them to the realization of the necessity of a multiple approach in dealing with the psychological, social, and economic factors which affect the learning of these children.

The Institute program offered advanced study in new techniques and materials dealing with the language and experiential development of Spanish-speaking children through closely supervised classroom experience, linguistic instruction, and language laboratory practice. An important aspect of the Institute program was its focus upon Spanish culture, including folk dances, folk songs, history, and sociological characteristics.

There were 30 enrollees at the Institute, 22 teachers and eight supervisors, with both Spanish-American and Anglo-American participants. The central focus of the Institute program was on the supervised practicum experience, which lasted for six of the nine weeks of the Institute. The participants were assigned in pairs to teach in the Austin public school preschool English classes, where they worked with the classroom teacher, forming a three-member team. Every morning for one hour the Institute participants worked with the children in intensive language pattern drills. They used a variety of language activities, including songs, role-playing, and puppetry. Each three-member team planned together each day's instructional program, defining the role of each in relation to the language sessions, as well as to the program as a whole. The teaching team used lesson plans in basic English prepared by the University of Texas staff, and the Institute participants made use of new science-mathematics content materials for developing oral language.

The initial week of the Institute was used to orient the participants to the cultural and psychological background of the Spanish-speaking child, the audio-lingual techniques for developing oral language abilities, the new materials involving mathematics-science content and to activities designed for developing cognitive skills and experiental backgrounds. Demonstrations were given by the Institute staff using children participating in the preschool program of the Austin public schools. Together participants began practicing the audio-lingual techniques which they would be using during their supervised student teaching experience. Despite the fact that all the participants except supervisors and principals had taught classes containing a majority of Spanish-speaking pupils, most of the material presented to them during the orientation week was unfamiliar to them, and they expressed a need for further observation before beginning their practicum experience. Student teaching assignments were delayed for three days so that the enrollees could have additional language-pattern practice.

An important characteristic of this Institute was its flexibility in meeting the needs of the participants. The Assistant Director was in close touch with participant activities at all times so that new participant needs could be identified almost immediately and program modifications made. The Director stressed that it would be impossible for the Institute to be meaningful without facing openly and continuously the problems faced by the participants from day to day.

The staff found, for example, that the participants were not ready for the theory underlying curriculum building and therefore placed additional emphasis on this aspect of the program.

In addition to the daily one-hour practicum experience the Institute program consisted of a two-hour lecture course in Reading, which included techniques and demonstrations, and a linguistic and language laboratory course. The remainder of the time was spent in library assignments, materials preparation, and individual conferences with instructional staff.

The lecture course placed special emphasis upon structuring the new techniques into the socio-economic setting of the Spanish-American child. Extensive use was made of consultants, many of them from the University of Texas, who, in the view of the Director, made valuable contributions to the Institute program. These specialists remained with the group for long discussion periods following their lectures and were available for further consultation upon request. Several of these people had been involved in research projects with Spanish-speaking disadvantaged children, such as one who was engaged in developing the rationale of the science content as a vehicle for developing oral language, and another, who had created inter-language test materials and was able to discuss with the enrollees the problem of developing valid instruments for Spanish-speaking school populations and the administration of such tests. An international authority on teaching foreign language in elementary school who was particularly interested in the problems of Spanish-speaking

Americans was able to point up some of the theoretical models underlying new language methods and materials.

The language laboratory course was planned to focus upon the reading-writing and speaking-listening problems of the Spanish-speaking school beginner. The aim of the course was the development of teacher understanding of and competence in standard language patterns. Individualized assistance was planned for the participants; Spanish-Americans were to be given the opportunity to improve their own language skills and English-speaking participants were to be given assistance in Spanish. However, the planned activities were only partially realized. Attention was given to new techniques in spelling instruction, handwriting, creative writing, and drama as well as ways of utilizing subject matter content for language development.

Two field trips were undertaken, the first to a Job Corps Center at Camp Gary, the second a visitation to preschool classes and community centers in San Antonio. The purpose of these field trips was to further orient the participants to the needs of disadvantaged youth and to the possibilities of compensatory education.

Specific provisions for follow-up were planned by the Institute. The immediate administrative superior of each participant received a letter from the Director reminding the supervisor that he had a teacher who attended an Institute for Teachers of Spanish-speaking Disadvantaged Children and stressing the need to give administrative support to participant's applications of what he had learned about

Spanish-speaking pupils. Three of the participants were subsequently made directors of local Head Start or migrant programs. Participants from Austin were to be visited by a member of the Institute staff. Participants in San Antonio, some of whom will be teaching experimental classes in the University of Texas project, will be visited regularly (not less than once every two weeks) by members of the project and Institute staff.

The enrollees considered the supervised practicum to be one of the major strengths of the Institute. Many had come expecting to find the usual methods courses and were pleased to find a lack of formal course work in education. Some said that they would have liked to have spent more time working with children. The suggestions ranged from teaching two hours a day to permitting participants to operate an entire school for eight weeks.

They commented on the excellence of the staff, especially the two supervisors of the practicum. They appreciated the opportunity to improve their own language skills and to learn about Spanish-speaking folklore. They would like to have had a continuation of the formal lectures on cultural anthropology and sociology which were given at the beginning of the Institute. The staff agreed with the enrollees on this point.

The Aware Team found the rapport between staff and enrollees to be unusually strong. They commented on the willingness of the staff to encourage participants to disagree and to provide opportunity for discussion of disagreements. The Institute program is unique in the sense that it utilized a "patterning" approach to learning. Participants were encouraged to study the learning principles upon which this approach is based, but were not pressured into an unquestioning acceptance of it. When some of the Institute participants expressed a different philosophy of learning, the Director invited a consultant who was in basic agreement with the dissenters to lead a week-long seminar exploring and demonstrating learning experiences based on the theory of the dissenters.

It was the opinion of the Aware Team that the cognitive aspects of the program were appropriately related to the purposes of the Institute and to the needs of the participants. They felt that the Institute experience was having an observable impact on most of the participants, which was evident in their oral statements, their attitudes toward children, and their behavior in the practicum where they utilized learning principles in exploring new ways to work with children. The participants prepared useful materials to be used as teaching aids. The faculty was particularly pleased with the creativity and skill with which the participants developed new materials for their classroom use.

The Director noted that the experience of the staff in working together in research closely related to the Institute content was extremely helpful in planning an effective Institute program in a short period of time. He pointed to the advantages of the Institute's university setting, not only in the availability of consultants, but in the administrative support of Institute operations, in arranging for space and equipment, and for help in obtaining Institute materials and hiring staff.

There was agreement among staff, enrollees, and Aware Team members that the theory of curriculum building could have been de-emphasized or omitted from the Institute program. The participants frankly admitted that they were not ready for the instruction in curriculum building at the level at which it had been offered. They suggested that the curriculum phase of the Institute be left to form the basis of an advanced Institute.

The Aware Team would have liked to see the enrollees spend more time with the children and recommended an additional supervisor be added to the practicum.

The Institute had a noticeable psychological effect on the Spanish-speaking enrollees. They stressed, in their interview with the Aware Team, how they themselves had been taught to forsake their Mexican culture in the past. The Institute experience was the first time that they had been urged to remember that they had roots in Mexico. Their pride in learning about their native culture was expressed repeatedly. Some of the Institute experiences had been threatening to them, yet they felt that these experience should not be changed or omitted from the program. This was the case with the language laboratory which some of the older members of this group found difficult. However, they saw the need for speech correction if they were to serve as models for primary school children. The Spanish-American enrollees, realizing that they had been cheated of their real heritage wanted to insure their pupils the right to be proud of being a Spanish-American. The Institute staff, seeing the impact of this experience on the ego strength of these participants, state that they plan to work more intensively in this direction in future institutes.

NDEA INSTITUTE FOR KINDERGARTEN, ELEMENTARY, AND JUNIOR HIGH SCHOOL TEACHERS AND SUPERVISORS OF DISADVANTAGED CHILDREN AND YOUTH IN URBAN SCHOOLS

Municipal University of Omaha, Omaha, Nebraska

Educational authorities have increasingly urged educators to respond to the need for facilitating intensive cooperation between the public school systems and the teacher education institutions which prepare teachers for working with disadvantaged children in schools within the system. Such mutual exchange of thinking and planning is being attempted throughout the nation with varying degrees of success. The NDEA Institute conducted by the Municipal University of Omaha in the summer of 1965 was an example of a community where cooperation had been in existence for some time, but where the local school system and the University department of teacher education agreed to extend it. They embarked on a major project of retraining 50 of the most influential teachers and supervisors in the schools of Omaha serving disadvantaged children and youth.

The Omaha Public School system had previously established a compensatory education program, Assistance to Intercultural Development (AID) which included an in-service training structure for teachers of disadvantaged children. The Dean of the Municipal College of Teacher Education and the Director of the Institute with the encouragement of the former President of the University studied the needs of the schools and drafted a proposal for a summer Institute to expand the effectiveness of the AID program. This Institute, they believed, would be most useful if it concerned itself with two major areas in the teaching of disadvantaged children: (1) study of child development and behavior, and (2) study of methods of stimulating the functioning of language and improvement of reading skills.

Since there was little precedent for this kind of Institute, it was agreed that the design should be truly experimental. The plan of operation provided for as much flexibility as could be allowed within the regulations of the NDEA. The Director reported that this concept called for a staff who could function in the Institute program in such a manner that methods of teaching the disadvantaged children and means of re-training teachers would remain in balance.

Such balance was to be achieved through a careful combination of cognitive content and experiential learning. The content was provided in two courses: (1) Reading Problems of the Disadvantaged and (2) Development, Psychological, and Sociological Characteristics of the Disadvantaged, as well as through lectures by guest authorities and staff. The experiential learnings were to be introduced through a Materials Development Laboratory, a Child Study Laboratory, and enrichment trips, all of which were integrated in the practicum experience. Further, the school system of Omaha provided one school to house all aspects of the Institute, which, the Aware Team stated, was a facilitating factor in the participants' ability to focus on the total experience.

The participants, 50 in all, were from Omaha, and had a median age range of 35 to 39. Twelve were male; 38 female. Thirty participants were married. The majority had bachelor's degrees; 16 held master's degrees, and one, a supervisor, held more than a master's.

The Director reported that it became apparent to him and the staff early in the seven-week Institute that in order for the staff to be aware of the needs and responses of all the participants a structure would have to be provided for feedback from participants to staff. This took the form of a participant committee which would prepare a newsletter based on participant contributions to be distributed whenever enough material had been assembled to fill one or more pages. A first copy of the newsletter, named the "Breakthrough in the Barrier of the Disadvantaged," had been staff prepared as an orientation device prior to the Institute. The staff selected a committee to carry on the publication of the paper. Participant response to this device was beyond the staff's highest expectations, it was reported. The newsletter was usually distributed at the afternoon closing session, and on the few days when the paper was not published due to lack of material, the room echoed to the moans of the participants.

The committee publishing the "Breakthrough" had promised the other participants that articles would be printed as received, unedited and uncut. These articles covered participants' concerns with their learnings, their attitude changes, their feelings about the Institute, the staff, and other participants. Contributions also included cartoons, line drawings, and Institute-oriented wit as well as serious discussions of matters of mutual concern. Lively debates among participants were recorded in the successive issues of the paper. One of these concerned the feeling on the part of one participant that her whole set of "middle-class values" was being threatened by things she had learned in the Institute. This brought a number of pro and con reactions in later issues.

The staff and the Aware Team both agreed that, while a daily newsletter is not the only device possible to provide feedback in an Institute, for this Institute it was a most felicitous selection. However, the Institute structure provided other means for feedback; individual and group conferences, seminars, and the formation of other committees to involve participants in responsibility for Institute functions. Some of these were the housekeeping committee, the social committee, the library committee, and the evaluation committee.

Because the Director of the Institute did not have major teaching duties he had enough time in his schedule to be available to participants, either in committee groups, or individually, to provide continuing discussion. This was indicated by participants, staff, and Aware Team as contributing to the success of the program.

An example of this kind of openness on the part of participants and awareness on the part of the staff is illustrated by the unique manner in which field trips for participants and children in the practicum were arranged. One staff member, whose responsibility included field trips, met with participants to discuss methods by which they could discover the kinds of field trips that would be most beneficial to their teaching program with the individual child with whom they worked in the practicum. Participants then reported which destinations they and the child desired. Trips were arranged by the staff for individuals and groups according to the needs expressed by the participants. This process led to a large number of trips over the seven week period. More than seventy were taken, in all. Two of them were total Institute experiences for staff, participants, and children in the practicum. More generally they were taken in small groups and the available resources of the community were thoroughly explored. The different age levels of the children taking the trips did not rule out their attending the same trips. This fact led to learnings shared among young and older children with opportunity for increased communication among children of different ages.

The practicum was conducted in an Omaha Public School. It was originally planned that this would be a "demonstration school," but the school teachers and participants objected, stating that for the participants to be able to develop the most positive working relationships with classroom teachers and children they needed to have more freedom to participate than was implied in the title "demonstration school." The final interpretation of the purpose of the practicum was to have the Institute provide a laboratory school with children available with whom participants could try out ideas and procedures, and for disadvantaged children to have therein an enriched summer school experience.

The variety of teaching styles used by the laboratory school teachers was seen by the participants as adding a further dimension of enrichment to their program. They had opportunity to observe a number of ways to work with children, to compare and evaluate them, and to attempt to adapt the best parts to their own ways of teaching. Meetings with staff and participants in small study groups following practicum sessions permitted this kind of exploration as well as learnings in child development to take place.

The fact of having the library and classrooms of the Institute where the lectures, films, discussions, and material development took place in the same public school building as the practicum was viewed by participants, staff, and the Aware Team as being extremely practical and a factor which helped to build cohesiveness into the Institute experience. The Director reported that in spite of the relatively large number of participants, 50, no factions formed which were divisive.

The emphasis on materials development helped the participants discover their own ability to create useful classroom teaching devices. The materials developed, for the most part, were not new, but in many instances they were new to the participants, themselves. Only a few had known about the use of the overhead projector, to name just one, prior to the Institute. During the seven-week period all participants not only had opportunities to become familiar with this machine, but also to develop projectuals for use with the projector, and to use these materials with children in the practicum.

Similarly, five participants had previously owned 8 mm.

film cameras but none of them had ever considered the possibility of using them as teaching aids in the classroom. During the course of the Institute these five made and edited films for use in the practicum and later in their own schools.

A highpoint of the Institute's final week was a display of all materials produced by participants. To this exhibit were invited supervisors and other teachers from the participants' home schools. Their response to the participants' efforts was enthusiastic and added to the participants' reported feelings of accomplishment.

A factor which was originally included in the planning of the Institute but which the Director and staff had initial misgivings about was the inclusion of supervisors and teachers from the same school as participants in the Institute. This fear proved to be groundless. Anticipated uneasiness of teachers performing in front of their principals did not develop. Both teachers and principals accepted the Institute as an opportunity for learning together and for devising ways and means of improving their own performances as related to their roles. Strategies of change were jointly worked out in the Institute which participants intended to put into effect in the school year.

The Aware Team unanimously reported that this Institute had definitely succeeded in fulfilling its objectives and in meeting the expressed needs of the participants at all times during the Institute. One team member suggested that perhaps no single thing which was attempted during the Institute was really new, experimental, or original in itself. However, the total impact of the Institute was both creative and experimental because existing concepts and methods were skillfully combined to evolve new approaches to teacher education for working with disadvantaged children and youth, and they were so directly aimed at problems faced by the particular participants.

Since all the participants had come from the Omaha area schools, follow-up of the Institute should be comparatively easy to accomplish. The staff plans to distribute questionnaires to participants in January, 1966. At the same time supervisors and administrators of participants will be surveyed to find out what changes in participants' teaching behavior have been observed. The participants' evaluation committee also planned for a reunion and a follow-up evaluation in February. Reports of these follow-up plans are not yet available; however, all connected with the Institute, plus the visiting Aware Team, believed that positive changes had been accomplished by the Institute. If this proves to be true, then the concept of cooperation between the school system and the University department of teacher education will indeed be strengthened and expanded.

NDEA SUMMER INSTITUTE FOR PRESCHOOL AND KINDERGARTEN TEACHERS AND SUPERVISORS OF DISADVANTAGED CHILDREN AND YOUTH

New York Medical College Institute for Developmental Studies,
New York, New York

Studies conducted at the Institute for Developmental Studies of New York Medical College had revealed that the disadvantaged child, already limited in his basic language skills, encounters teachers who have not been trained to deal with his disabilities. Further, these studies state the existing teacher education programs are inadequate in quality and scope, particularly when applied to the unique problems that characterize the depressed inner-city within a metropolitan area.

The Institute for Developmental Studies believed that it had amassed knowledge of disadvantaged children which it was able to translate into action through an effective teacher education program. The Summer Institute which it developed was designed to emphasize learning disabilities in general, covering such areas as learning theory, cognitive development, the sociology of learning, the use of appropriate programming of materials and procedures, and intensive study of psychological and sociological factors regarding disadvantaged preschool and kindergarten children.

These areas were developed in four courses during the summer Institute. Socio-Psychological Characteristics of Disadvantaged Children was a lecture-discussion course to give participants greater depth in understanding the relationships between early environmental conditions and the psychological development of the child. Topics included learning theory, cognition, language, and perception.

Teaching Disadvantaged Young Children dealt with the current Institute of Developmental Studies research and experimentation regarding techniques, procedures, and practices in educating disadvantaged children, with specific emphasis on issues in educating preschool disadvantaged children. It included as topics: cognition, language development, perception, room arrangement, materials of instruction, organizational structure and grouping for learning, articulation with regular school programs, and working with parents of disadvantaged children.

Reading Readiness and the Young Child from Disadvantaged Circumstances was based on lectures about, demonstrations of, and discussions on recent research on special problems of reading readiness and reading disabilities.

The final course was Materials Development for Disadvantaged Young Children. It included development and use of materials using different media. Participants worked on materials most appropriate for their respective school situations. Stress was placed on simple materials that participants could make for use in their classrooms.

According to the Director the content of the program reflected a sequential order of formal class sessions dealing with the problems related to classroom learning. The most important aspects of the Institute, he related, was the opportunity given to each participant to actively observe classrooms in operation and to participate in them as assistants to the teachers, and in a teaching role.

Mornings were devoted to this practical teaching experience under the guidance of teachers who were trained at the Institute for Developmental Studies. In the afternoon participants engaged in conferences evaluating their practical activities and attended the formal classroom sessions. These sessions permitted coordination of classroom experience with practicum.

Concommitant experience was provided for participants in community agencies. One aspect of this was field work at the Bloomingdale preschool project which was coordinated by the Social Service Department of the Institute for Developmental Studies. Participants also chose an area of special interest which they pursued as a project. Some participants selected work in the development of materials, such as tapes to develop the attentional or listening skills of young children. Others specialized in a case study of a specific child.

Evaluation of the Institute was structured through a number of devices. During the month of October a two-day work conference was planned for participants. It centered around successes and problems in implementing some of the ideas gained from the Summer Institute. A questionnaire was developed which is to be sent to participants at the end of the school year 1965-66, which will be compared with the same questionnaire given during the Institute. Consultative staff help will be available to participants throughout the school year.

This five-week summer Institute enrolled 25 participants, 11 of whom were from the greater New York area, and the remaining 14 from widely scattered sections of the country. Eleven of the participants were teachers; 11 were on a supervisory level, and the remaining three were a guidance counselor coordinator, an early childhood resource teacher, and a reading coordinator. The average age of participants was 45; the range from 23 to 55. Selection for this Institute was difficult since there were 300 applications and only 25 places available.

The participants reported that some of the understandings and techniques they gained from their experiences at the Institute included the need for early intervention in education in relation to later achievement including special help in language, perceptual and cognitive skills. They cited the need to adapt teaching techniques to the children's learning styles, and the need to encourage verbalization and inter-action among children. They mentioned the importance of developing a positive self-image as a basis for learning, and that teacher warmth, sensitivity, and understanding were essential to the learning situation. Special techniques gained included use of the Language Master, tape recorder, alphabet board, flannel board, and language skills machines to free teachers to work with individual children.

Both staff and enrollees reported that the emphasis of the Institute on relating strategies, techniques, and materials to the specific disadvantaged children with whom the participants will be working was a strength of the Institute. The tone of the Summer Institute as evidenced by the sharing between participants and staff, among participants on different levels (teacher, administrator, other school personnel), and the consequent inter-action was seen by staff and participants as enabling the summer Institute to have maximal effect.

Participants reported that they believed they would have benefited by more home visits, field trips to other agencies or Institutes in the city. However, on the whole, they stated that in the short time allotted to the Institute they felt that much had been accomplished.

The Aware Team reported the following strengths of the program. The Summer Institute was geared to a research program. This focus served to stimulate constant attention to evaluation. The research also provided a consistent point of view and an identifiable grounding for the procedures demonstrated. The staff was perceived as being well grounded in this theoretical-practical program. They appeared to work well together and were friendly and available to participants. The guest speakers were carefully selected and adequately programmed. Attention was given to new materials and techniques and to their use in programs for disadvantaged children as well as to new uses for common materials.

The Aware Team suggested that the practical experiences of the program could have been made more germane by employing a supervisor to help the participants relate these experiences to the purposes of the Summer Institute. The Team also suggested that a common residential experience might have led to greater opportunity for participant interchange and reflection. In this regard the staff noted that some participants did not evidence a high degree of involvement in the Institute and the staff did not seem to be able to motivate these participants.

More time and personnel for the selection process might have alleviated this condition, the Aware Team related.

Another aspect of the program which might have been changed, according to the Team, was the provision of more time for participants to work in the laboratory classrooms. However, the Team believed that this recommendation did not apply to administrators, who appeared to need a program of experience more specifically planned to meet their specific needs.

In summary, the Summer Institute appeared to the Aware Team to be heavily weighted on the cognitive side. At the time of the visit some of the participants' comments to the Team members seemed to suggest that more direct attention to affective learnings would have been valuable. It was reported by the Director that although the Aware Team did not see this part of the program attention was paid throughout the summer Institute to the problem of changing or improving attitudes of participants toward disadvantaged children. It is the position of the Institute for Developmental Studies that cognitive and affective learnings are not separate. The Director reported that research conducted with the participants would tend to show that some of their attitudes had been positively changed as a result of the Institute.

NDEA INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH
District of Columbia Teachers College, Washington, D. C.

The glamour and excitement of the nation's capital is centered around Capitol Hill and the White House. The men and women who work in these two seats of power are, for the great part, citizens with residences outside the 61 square miles of the District of Columbia. However, within the District of Columbia 763,956 people live, most of them connected directly or indirectly with the functioning of the federal government. Washington, D. C. is their home. Their children are born there and go to school there. Among these people is an increasing population of those described as disadvantaged.

In this city as in other large cities of the country the areas which are disadvantaged desperately need large numbers of well prepared teachers to staff the schools. But there are not enough good teachers to meet this need. Principals report that only a few teachers are available who have the special preparation and the professional enthusiasm to become effective teachers of disadvantaged youth in the Washington schools. The vast majority of teachers seem to prefer to avoid this challenge and seek assignments in schools in middle-class areas. This can partially be explained by the fact that most teachers do not have the special skills and understandings necessary for them to function satisfactorily.

The NDEA Institute for Teachers of Disadvantaged Youth was held for six weeks during the summer of 1965 in an attempt to alleviate the situation described. Under an institute grant the District of

Columbia Teachers College in cooperation with the city schools carried out a program designed to provide a number of urban teaching specialists to work with the disadvantaged.

Fifty secondary school teachers were selected from an application group of 492. Twenty-six youths who had completed the seventh grade were selected by counselors to be pupils at the Institute. They came from Shaw Junior High School and Banneker Junior High School, both a part of the Model School Division (Cardoza Area) of the District of Columbia Public Schools. These schools are in the group considered the most disadvantaged in the city. At least five of the pupils were non-readers; the remainder represented as wide a distribution of ability as possible and all were disadvantaged. All except one lived within ten blocks of the school.

The District of Columbia Teachers College was uniquely prepared to develop an institute because of the long experience it has had in working with the schools and other community agencies dealing with the disadvantaged. Operating within the framework of the public school system, it was able to employ the services of public school personnel who might not be available to other institutions.

Experienced master teachers of disadvantaged youth from the schools of the inner-city were employed as instructors for the Institute. To this staff was added reading and speech improvement experts who had been working with the disadvantaged in the public schools. These master teachers received backup support from the curriculum department and the administrative staff of the schools.

Obtained as visiting lecturers were prominent persons familiar with the problems and needs of disadvantaged youth. Major emphasis was placed on the utilization of the talents of local people who were working effectively in this area. These included police officers from the juvenile division, school personnel assigned to the Model School Division, recreation department personnel, city social workers, and others of the city whose daily work and familiarity with the local situation the staff believed could not be duplicated by "outside lecturers."

The College library, the shelves of which were stocked with current sociological and psychological materials, was only one of many facilities available for use by participants. Organic to the Institute was a reading laboratory and a speech improvement laboratory. These provided an opportunity for working directly with the disadvantaged youth within the Institute. Community agencies were used for first-hand experiences in working with pupils. There were discussion sessions in the area of human relations as well as sessions on curriculum, new instructional materials, and methodology in each teacher's subject area. Provision was also made for supervised independent study.

The staff reported that, in general, the program operated effectively as planned. The following minor adjustments were made to solve problems as they arose.

In response to evaluations by the participants the discussion period was shortened by 20 minutes while the workshop period on teaching was lengthened by 20 minutes. This additional time in the workshop enabled more discussion and preparation of those lessons which were to be presented to the youth who met daily with the workshop teachers.

The staff of the Institute quickly discovered they were operating a parallel school for the 26 disadvantaged students. The original proposal had focused on the activities of the participants and had not planned an adequately organized educational program for the children. The teacher relationships with the pupils became a major strength of the program, according to the perceptions of the participants and staff. A description of this parallel school, the practicum, is in order to explain the adjustments and to provide a basis of understanding for what the Director of the program believed to be the value of this approach to the participants.

The children attended the Institute from 11:00 a.m. to 2:00 p.m. Lunch was provided. At the end of each day, each child was given 50 cents to cover the expense of transportation. From 11:00 to noon groups of children went to each workshop to provide a demonstration class. From 1:00 to 2:00 p.m. the children were taught individually by the participants. Two participants were assigned as a team to one child. To insure continuity of learning for each pupil one participant accepted major responsibility for the pupil's development with the other participant acting as assistant. This arrangement enabled either participant to be released for additional laboratory instruction without seriously disrupting the program of the child.

The participants reported that working with one child for an extended time enabled them to gain a great amount of insight into the backgrounds and characteristics of disadvantaged children. Participants began to take "their" children home on weekends and in many cases took them to plays, museums, and on trips. Home visitations were expected of all teachers. When the teachers were on field trips, parallel trips were conducted for the children. The use of pupils, both in the workshops and in the individual tutoring sessions, furnished the setting for the development of psychological insights.

Virtually all the participants became affectively involved with the children they were tutoring. Along with the visits by the children to the homes of the participants, many provided personal trips on weekends. Near the end of the Institute the staff became concerned with the problem of termination of these relationships and during the last week children were reassigned to another team of teachers to modify the emotional effect of termination.

The staff reported that with the intensive personal attention the pupils received they showed noticeable improvement. One instance involved an extremely withdrawn non-reader. At the beginning no amount of cajolerie could get this pupil to say a word. Persistent supportive techniques by one of the participants who was a counselor resulted in the youngster feeling more secure and soon he began to participate with the others. This reaction was regarded by the participants as a good example of what they were attempting to do with all the children, and it led to discussions in the general sessions concerning the relationship of emotion to learning.

It was the unanimous belief of the staff that the emotional interaction with the disadvantaged youngsters produced a change in many enrollees' perceptions and their attitudes toward such children. One weakness of the program, as stated in the Institute's final report, was in not providing each participant with his own pupil rather than assigning two teachers to one pupil.

One finding of the Institute staff was that many teachers who are successful in disadvantaged schools are themselves unusually "action oriented." Their ability to work with children and to teach is often more highly developed than is their ability to express themselves in theoretical constructs.

In the 11:00 to 12:00 workshops a small group of children formed the class. This class was used by the master teacher to demonstrate new materials and methods. It was also used for an advanced form of practice teaching by the participants. Gradually, according to the staff, this practicum led the participants to develop a role-playing technique whereby each participant could communicate his concepts of educational approach by demonstrating with the children in front of the group and then use the demonstration as a discussion vehicle for bringing out insights in methodology. With this highly selected group of teachers the quality of teaching performance reached extremely effective levels, the Director reported. The participants declared great satisfaction with this phase of the program.

The use of children was absolutely essential to such an approach. The success or failure of new materials and techniques became immediately apparent. The staff believed that lesson structures cannot be clarified unless one demonstrates how pupils will be utilized in the lesson. The manner of the teachers and the emotional climate form an integral part of the lesson, particularly with disadvantaged children.

One evaluation of this device occurred near the end of the Institute when the pupils volunteered to put on a skit to entertain the teachers. With no participant direction they gave an imitation of the classes using a series of children as the teacher. It was evident to staff and participants that many of the children who were playing teacher had perceived and learned the newer techniques of instruction which had been demonstrated.

Field trips were usually rewarding for participants in observing the slum milieu. Participants reported discovering that theoretical discussions tend to oversimplify the situation and do not have the impact of direct experience. The trips, however, were related to preliminary theoretical presentations and later discussions for maximum effect.

Since virtually all the participants were themselves from disadvantaged schools in the inner-city area, a field trip to the curriculum center of a nearby advantaged school system proved to be the most disturbing trip of all for participants, staff stated. Most of the participants said that they had not realized the extreme contrast between the facilities and life style of the suburban area and the inner-city. The staff perceived a noticeable increase in militancy in the tone of discussions following this trip. The Aware Team reported that the latter aspect of the program as well as others seemed to be a product of confident and evocative conceptualization.

The Aware Team saw as a strength the fact that District of Columbia Teachers College is under the aegis of the Board of Education of the District of Columbia. However, certain deficiencies seemed to be present; perhaps a comparative lack of emphasis on techniques that have been developed in private institutions is one. The Team believed that this deficiency led to an in-group pride on the part of the participants and staff and hence a limitation on the scope and depth of the work of the Institute.

The Team also considered the effects of reversing the ratio of teachers to pupils so that each teacher would have more children with whom to work. The relationship witnessed at the Institute practicum was not at all similar to the relationships of children to teachers in the regular classroom.

The range of participants, the Team believed, could effectively be extended upwards (principals, senior high school teachers) and down (elementary school teachers). This arrangement would enable a greater variety of participants to have the Institute learning experience and would present differing points of view.

According to the staff the program seemed to gather increased momentum and direction as the participants became involved with the children and the teaching process. (The original design had been highly organized and included the children who arrived on the first day and were present throughout the six weeks.) The staff freely admitted that they did not expect the Institute to revolutionize the teaching which was taking place in the inner-city junior high schools. However, staff and participants believed that significant learnings had taken place and that this group of 50 teachers were better prepared to meet the needs of the pupils in their schools.

NDEA INSTITUTE FOR SECONDARY SCHOOL TEACHERS AND SUPERVISORS OF DISADVANTAGED YOUTH

The Pennsylvania State University, University Park, Pennsylvania

The Pennsylvania State University, situated amidst small rural communities, offered an extensive language laboratory program for teachers working with rural disadvantaged youth in the fields of English and Reading. Through use of graphics, language, and reading laboratories the program stressed the development of competency of new techniques and materials under the supervision of personnel who were experienced in working with disadvantaged youth. The Institute offered no practicum experience and only limited observation in local schools. Despite the fact that the Director's plans for a highly sophisticated use of the laboratories never materialized, the Institute experience appeared to be successful in terms of attitude changes and high morale among enrollees. The high quality of the staff and their interaction with the participants on an informal basis, with both the enrollees and staff living on campus seemed, according to the Aware Team, to be a major influence toward enabling participant learning.

The enrollee group was small, consisting of 30 classroom teachers, supervisors, and principals, chosen on a state-wide basis from junior and senior high schools. Teachers of disadvantaged youth from rural areas were given priority and many came from neighboring communities. Preference was given to junior high school teachers because, according to the findings of research studies, the crucial grade for keeping students in school is grade 9. The Institute was particularly interested in selecting applicants who would be in the position of educating their colleagues to the uses of new materials and methods for working with disadvantaged children. In the view of the Director a practicum experience was not particularly useful for these participants since they had a first-hand knowledge of the problems involved and needed background more than experience in their summer work. These enrollees sought the answer to the problem of helping students with virtually no academic interest or skill in English and Reading to discover meaningful content in their disciplines.

The Institute program consisted of three courses: Remedial Reading, Linguistics, and Communications, with a laboratory experience as a part of each. While the development of new techniques and materials was the major concern of these courses, the strength of the program lay in its interdisciplinary approach to English where, according to the Director, "content, theory, and application were all one, all mutually supportive."

The Institute staff, which worked closely together, sitting in on each other's courses, attending field trips with the enrollees, and participating in weekly colloquia with them were responsible for an integration of the course material. Language was the common dimension of the three courses; the development of skills in reading, speech, and writing was demonstrated to be intrinsic to every new technique presented. The key word here was "communication," the role of the mass media in expanding the contacts of the rural disadvantaged youth with their cultural heritage and the function of the school in its utilization.

According to the plan of the Institute, language laboratories would be used in connection with the linguistic course in the development of individualized pattern drills by the enrollees. Major revisions of this aspect of the program had to be made when it was discovered that only four of the participants had language laboratories where master tapes could be used in their schools. It became quickly apparent to the Director that his plans for having the enrollees develop four-track pattern drills for programmed learning was completely unrealistic in view of the participants' unfamiliarity with even the simplest tape recorders. It was decided to use the language laboratory for illustrative purposes only during the remainder of the Institute.

The graphics laboratory, used in connection with the remedial reading course, proved to be more practical and manageable than the language laboratory work. Only two of the 30 enrollees had had any prior experience with audio-visual equipment. By the end of the course, all of the participants had learned to run a tape recorder, as well as film strip, opaque, overhead, and movie projectors. The graphic laboratory was so equipped that the enrollees could make their own materials for the audio-visual devices. They learned to design graphics, zerox materials, cut and run stencils, develop slides for use with or without machines. Thus the course work was supplemented by the development of materials which the participants would be able to use in their home schools.

The participants also gained familiarity with reading machines, such as tachistiscopes and pacers, but with this familiarity came the understanding that these machines could be useful only with an individualized approach to each pupil and his particular reading problem on the part of the teacher.

The core of the Institute program was the instruction provided by the three staff members in their lectures and demonstrations. As the Director pointed out, criteria used in their selection pivoted on the fact that each had extensive classroom experience working with disadvantaged youth and that each had a reputation for being outstanding not only in the affective area but also in the cognitive area of teaching. As a group he felt they knew their subjects thoroughly, were highly imaginative and lucid in presentation, and were capable of persuasion via "low-key" demonstrations. On this point the Aware Team concurred.

Consultants from the departments of psychology, sociology, and education were invited as speakers during the first week of the Institute and at special colloquia. The psychologist and the sociologist focused upon the differences between rural and urban disadvantaged youth and upon some of the principles implied by these differences for classroom teaching. The educational psychologist stressed the importance of the teacher's attitude and its effect on these students and demonstrated strategies that the participants could use when working with their colleagues in evolving programs in their home school system. Local administrators of school systems with a high proportion of disadvantaged youth spoke of their approaches to the problem and suggested program modifications they felt would be desirable. On later visits to local schools the participants compared what they had heard from these administrators and what they actually saw in the classrooms, often finding a discrepancy between the two.

Institute participants observed in classrooms in three local school districts, but were not able to try out some of the newer materials for working with disadvantaged youth. Having had experience with some outstanding teachers at the Institute who had demonstrated the techniques and materials, participants found it difficult to tolerate teachers going through the rituals of "parts of speech" and "diagramming" with students whom they perceived as "trapped" in the summer classrooms. Participants were sensitive to the sarcasm and hate exhibited toward the students by the teachers being observed. In cases where well-meaning but poorly trained teachers were working with the disadvantaged complete boredom set in. Such comments from the enrollees as, "I could see myself doing the same things last year, and I couldn't stand it," or "If I had been that kid, I would have told the teacher to go to hell," typified the reaction of the enrollees to the observation experience.

A unique type of pre- and post-testing and evaluation was employed at Pennsylvania State University. Enrollees had their teaching techniques with disadvantaged children taped before the start of the Institute and again in the fall when they were back in their local school. Comparisons will be made according to the Withall Social-Climate Index of Classrooms with regard to differences perceived. In this way positive changes both in approach and technique may be seen and evaluated by the teachers themselves, lending possible reinforcement to the changes which had been recognized during the Institute itself, but which can only be visible in relation to actual classroom process.

The Aware Team found definite evidence of attitude change toward teaching disadvantaged youth in the areas of English and Reading which had come about without a practicum or any real involvement in community schools having disadvantaged children. As one participant expressed it, "I have always felt uncomfortable teaching many things in English, traditional grammar, for instance. And now I can see that I need to try to modernize my methods and teach something the kids need and can use."

The enrollees claimed that the most significant thing that happened to them as a result of the Institute was their change in perception about subject matter and attitudes toward the disadvantaged. The Director noted that alterations in curriculum were not only possible but actually recommended by the State Department of Education (Curriculum Guide 1965); this fact came as a shock to participants. Evidence of attitudinal change was revealed in daily logs kept by the participants, and in observations made by the staff. There were documented changes in their teaching techniques as determined by an analysis of sessions of their communications classes which had been video-taped.

It was generally agreed by staff, enrolles, and Aware Team members that the program should be eight weeks in length and that six weeks was far too short a time to accomplish the objectives of the Institute. It seemed to the Aware Team that the development of a practicum in the community and school with the time and materials for testing and development of techniques and methods would only have strengthened the Institute. The Director plans to propose an Institute for eight weeks next summer in which one full week of teaching will be done by all participants in a cooperating school system in Huntington, Pennsylvania. The Director would like to see the eighth week of the Institute used for follow-up where trained observers would be able to evaluate the application of Institute content in the participants' classrooms.

The Director suggested that some kind of screening device, such as an attitude test, projective test, or observation schedule be used to rule out selection of participants who seemed opposed to any change whatever. Five of the participants showed evidence of being what the Director termed "aginers." It was reported that it made little difference what the topic was, they were "agin" it. He felt that extensive use of language laboratories for use with disadvantaged students would be better handled under a research proposal than an Institute program.

The Aware Team found that while the curriculum library set up was excellent for general units of work and curriculum guidelines, there was not a separate section of materials developed for disadvantaged students. There were materials that related to descriptions of the disadvantaged along with the usual complement of commentaries but they were not supplemented by actual lesson plans and unit plans for classroom use.

One of the major objectives of the Institute, to help enrollees develop processes and structure for the education of their colleagues in the use of materials and methods for working with the disadvantaged, seemed not to be met at the time of the Aware Team visit. Without a team approach in the recruitment of personnel and without direct lines between the University and the school districts from which the teachers came, the Team questioned whether the hoped-for changes among the colleagues of the teachers at the Institute would come about. However, the Director reported that he has post-Institute data which show widespread change among such teaching colleagues.

The Education Department at the Pennsylvania State University has been interested in starting a program designed to educate teachers of disadvantaged youth for some time. According to the Director, the Institute did much to catalyze thinking in this area and helped to bring the program closer to reality. The Institute provided the information that there is a significant number of teachers interested in such a program, that personnel are available to direct it, and that progress has been made in building a library of significant materials related to disadvantaged youth and their learning behavior.

What impressed the Aware Team most about the Institute program was the outstanding rapport between staff and enrollees, and the fact that attitudinal change appeared to have come about without any practicum.

NDEA SUMMER INSTITUTE FOR SUBURBAN JUNIOR HIGH SCHOOL TEACHERS AND SUPERVISORS
Hofstra University, Hempstead, L. I., New York

Historically a major supplier of teachers to Long Island communities, Hofstra University is located on Long Island within a few miles of a score of communities which shared the problems of educating ever-increasing numbers of disadvantaged children. The University recognized its responsibility to work with local schools in programs of teacher re-education designed to help the schools offer educational opportunities for disadvantaged children. Its summer Institute was designed for suburban junior high school teachers and supervisors, in the words of its Director, "to be propleptic to the design and implementation of a regular in-service program of teacher education for disadvantaged children on Long Island." The outstanding characteristic of the Hofstra Institute was its intensive program of cognitive learnings in the fields of cultural and social anthropology, sociology, and psycho-dynamics. The objective was to establish the conceptual framework for understanding the disadvantaged. It was the rationale of the Hofstra program that affective changes in teaching behavior can be brought about through cognitive learning, and the program consisted in large measure of lectures and seminar discussions with little provision for practicum experience.

There were daily lectures from 8:15 a.m. to 12 noon which the entire group of enrollees attended, while every afternoon they met in groups of ten, with a different staff member each week, for seminar discussions based upon the content of the morning lecture. In addition the Institute offered a course for the teacher-participants in Pedagogical Structure and Materials and Methods in order to help them incorporate their general learnings into their teaching behavior. For the supervisor-participant a course in the Dynamics of Social and Educational Change was given in order to provide them with knowledge and specific techniques which would facilitate their efforts to have a direct effect on the school system.

The participants of the Institute were all from junior high schools on Long Island. Of the forty who were accepted, 30 were teachers; ten were curriculum coordinators. All of them had had at least three years of experience in working with disadvantaged children. Wherever possible, teachers and supervisors were selected in teams from individual schools. Most of the participants were men, outnumbering the women three to one.

While the Institute program did not offer a practicum experience, provision was made for observation of a demonstration class which was conducted daily during the last two weeks of the Institute. The class was made up of 25 junior high school students from the Wyandanch public schools who were brought to the campus and taught by a demonstration teacher. Every participant had an opportunity to work with a child in the class on an individual basis. A snack break for the pupils was arranged at which time they could meet and talk with the enrollees in a relaxed atmosphere. At the beginning of this campus demonstration class the Institute presented the junior high school students with an individually named notebook for their use in class. Polaroid pictures were taken of each child and the prints mounted in their notebooks.

The strength of the cognitive program lay in its interdisciplinary approach and in the high quality of the staff. Many had had extensive experience teaching in Harlem and other disadvantaged areas. The Aware Team found the staff members to be dynamic teachers as well as scholars. The staff members sat in on each others' lectures and integrated their separate areas into the total program of "General Learnings." The Aware Team reported that there seemed to be no doubt of the enrollees' conviction that they had increased their awareness of the needs of disadvantaged children.

A central idea of the program was that there was a need for understanding through study of the formal disciplines first, and a need for application to methods and techniques afterwards. The staff pointed out that the development of substantive insights often changed the nature of what the enrollees considered to be their needs. The following comments from participants illustrate this point: "It is amazing . . . at the beginning I looked for techniques that would work for a lifetime. Now I know it is not possible," and "We came here to get teaching techniques. At the beginning we were frustrated. Now we see that we must get basic understandings in the behavioral sciences *first*."

The rapport between the staff and the enrollees was exceptional and the morale of the entire Institute was extremely high, the Aware Team observed. The Institute had imparted to the enrollees a sense of hope and excitement and a freshness of outlook as evidenced by enrollees' reactions. In the words of one of the participants, "We have people here (staff) who are searching for the truth as much as we are. We get caught up in this search." Another participant commented, "The faculty members were individual models of creativity and commitment." Participants commented on the flexibility of the administration, illustrated by changes that were made in scheduling more time for small group discussions as a result of their evaluations.

Relationships of some depth and intensity developed among staff and enrollees, and the respect and enthusiasm seemed to be mutual among the two groups. Staff members were freely available for consultation. Staff expressed their appreciation of the freedom and autonomy they were encouraged to exercise and cited it as evidence of democratic leadership on the part of the Director. The participants commented on the efficient administration of the program and on the fact that they were treated with consideration and respect.

The Aware Team found the facilities at the Institute good. The University does not yet have dormitories and therefore could not make provisions for the enrollees to live on campus. A separate dining hall was provided so that participants and staff could meet together for lunch.

The Director and his staff gave support and encouragement to the desire on the part of many participants to go back to their schools as knowledgeable agents of change. There had been many informal discussions on how best to reach the power structure. This particular aspect of the Program was emphasized in the afternoon sessions with the supervisors. In these sessions the problems and techniques of educational change were studied as well as the theories on which curriculum planning is based. Emphasis was placed on curricular aims and content for the disadvantaged. Methods of dealing with the problems of curricular innovation under state, local board, and administrative staff structures, and faculty administrative planning and implementation of programs were explored. Methods of securing the cooperation of parents and others in the community for educational innovations, of establishing effective guidance programs for disadvantaged children, as well as methods and sources of gathering data required for the design, implementation, and evaluation of educational programs for these children were included in the instructional content.

The Aware Team questioned the assumption of the Director that heightened understandings of the life conditions of the economically and socially deprived child will automatically cause a transformation to more appropriate methods and teaching strategies. In its report the Aware Team expressed the belief that neither the conceptual framework nor the instructional procedures appeared to be designed to assist the participants in translating their understandings into teaching behavior, or in developing ego-strength.

The Director stated in his final report that the afternoon Materials and Methods sessions for the teachers were not as meaningful for the participants as the lectures, because the "specificity of teaching gimmicks, the need for which most of the participants had anticipated, lost its importance when posed against the broader meanings of the academic subjects of anthropology, sociology, and psychology. . . . The sharing of minor classroom techniques became," he said, "less important to the enrollees."

While the Director found that the number of readings that had been required was slightly unrealistic, there was evidence from the comments of the participants that they did not intend to cease reading when the Institute was over. Most of them purchased many of the books they did not have time to read during the Institute for study during the fall.

The Director found the two-week demonstration class to be the least effective of the learning devices attempted at the Institute. The classroom situation remained an artificial one. The children in the past year of working with the demonstration teacher in their own school had already advanced far beyond the level of performance to be expected from a disadvantaged class. The Director believed that the problems of discipline and interest level confronted by the regular classroom teacher of disadvantaged youth could not be demonstrated in such a situation.

The suggestion was made by a number of the participants that either the demonstration class be eliminated or experience be provided in the regular summer session secondary school. A further suggestion by the staff of the Institute was that some of the participants of this year's Institute be employed as teachers in a local school for the summer session where they might serve also as demonstration teachers for succeeding Institutes. Both enrollees and staff expressed the belief that a six-week program was too short to encompass general learnings, observation, and demonstration experiences.

In order to determine enrollee attitude change three attitude inventories were administered at the beginning and end of the Institute. The first instrument was a measure of prejudice and authoritarianism; the second measured "intellectual attitudes"; the third was an adaptation of the Semantic Differential scale, developed by Osgood, to get student reactions to six different nouns: disadvantaged pupil, school dropout, underachiever, colored child, child, and poor person.

To date, only the data pertaining to the first two inventories have been analyzed. The results indicate no significant difference in authoritarianism between the first and second administrations of the tests. There was, however, a significant increase in "intellectual attitudes" over the six-week period. The students tended to express more positive attitudes toward intellectual pursuits. Since the Institute was intellectually oriented, the Director believed that this result would seem to indicate that the Institute accomplished at least one of its purposes.

The Director commented that the most meaningful aspect of the six-week Institute was the emotional effect upon the participants and the staff. He pointed to the fact that biases, prejudices (both conscious and unconscious), ignorance, self-motives were all exposed in what might be called group therapy. In his final report he stated, "We decided to force introspection and apparently we were successful. Coping with disadvantaged children seems to be a function of coping with self rather than a function of techniques."

The Director felt that the major lack of the Institute program was the absence of a continuing program of supervision and assistance during the school year. Future institutes should include provision for such assistance in the form of observations of participants' classrooms and weekly seminars where problems arising from present classroom activities might be discussed and solutions explored and tested.

There have been some follow-up activities, however. The participants of the Hofstra Institute have organized into a continuing group, with plans for intervisitation, meetings, and publication of a monthly bulletin in order to explore means of reinforcing one another and helping to further the preparation of future teachers of disadvantaged youth. In two instances participants from the same school system made preparations to implement Institute learnings by involving their principals in program reorganization in their schools to accommodate new arrangement of classes. In another case a revision of the program of studies in English and Social Studies for an entire school district has been instituted in order that the new foci acquired at the Institute be used as a curriculum base. In still another case a program called "Talent Search," conducted in one of the local school systems and considered a failure, was to be revitalized with specific suggestions growing out of experiences provided by the summer Institute. A scholarship fund, known as SAC (Sponsor a Child), set up at Hofstra as a result of the summer Institute is designed to further the study of disadvantaged youth in the fields of art, music, and drama.

The participants suggested a two-day conference with the staff during the Christmas holidays. The staff agreed to interview principals during the year to determine changes in attitudes and behavior of Institute graduates. Two new courses, one this fall, the other projected for the spring term, dealing with the problems of the disadvantaged child, are being introduced at Hofstra in the School of Education. As a result of speeches to school administrators and talks with them, the Director has found a receptivity to change, which he feels is an encouraging sign for the future.

CHAPTER THREE CASE STUDIES OF SELECTED PROGRAMS

INTRODUCTION

Four programs, one sponsored by the Office of Economic Opportunity and three NDEA institutes, have been selected to provide opportunity for more detailed studies in the processes of preparing teachers to work with disadvantaged children and youth. The criteria for selection of programs to be so reported included the focus of the program, the existence of innovative aspects, and the belief that each of the selected programs contained elements which might profitably be incorporated into future programs.

In these case studies the programs have been written from the report of the Aware Team and the final reports of the program directors. Thus they include the directors' own evaluations of their programs.

INSTITUTE FOR TRAINING ASSISTANTS IN PRESCHOOL AND DAY CARE CENTERS FOR UNDERPRIVILEGED CHILDREN IN ANTI-POVERTY TARGET AREAS IN BOSTON

Garland Junior College, Boston, Massachusetts

Efforts to meet the rapidly increasing need for preschool centers for disadvantaged children in the Boston area appeared to be blocked by an inadequate supply of qualified teachers. Garland Junior College believed that this situation called for a thorough review of the whole teaching structure in preschool and day-care activities. Its preliminary investigations indicated that effective work with disadvantaged children required the preparation and placement of sub-professionals in order to maintain or even increase the ratio of concerned adults to children in the classroom, and at the same time expand the number of children in day-care centers.

To implement this concept Garland Junior College proposed to the Office of Economic Opportunity a summer program to prepare high school graduates and college freshmen as teacher-aides. It was further proposed that the candidates be selected from a wide spectrum of economic environments so that interaction in a multi-class situation could be fostered through a residential program. A research component was included to discover whether the impact of a residential experience (working, learning, and living together) would provide participants opportunity for interaction without jeopardizing the quality of instruction.

A Project Aware Team visited this program at Garland Junior College during the summer of 1965. Of all the educational institutions sponsoring programs or institutes visited by the Aware Team, Garland was the only one which permitted Project Aware to review a proposal for a 1966 summer program. This case study will attempt to describe the 1965 summer program and then to contrast it with the planned program for 1966 so conclusions may be drawn about how one institution developed changes in the light of previous experience.

The 1965 program was a new departure for Garland Junior College which is viewed by some as a small private junior college for middle and upper class girls, an image reflected from several community sources. The staff of the Institute was aware of this impression being prevalent in the community, but described it as no longer valid. They believed this summer Institute was one way of dispelling the false impression that Garland still catered to upper class students primarily.

One motivating factor for the development of the program was Garland's desire to use the faculty and staff capabilities as well as the residence houses during the summer. A combination of events and personalities at Garland led some faculty members to design a teacher-aide training program related to its Child Study Department. Boston's private community planning agency, Action for Boston Community Development (ABCD), joined Garland in requesting funds.

Institute participants were housed in a residence hall of the College with an adviser couple acting as houseparents. The students lived in rooms suitable for one to four students. The group ate together in the residence house dining room.

The candidates selected to participate in this program were 25 young women, high school seniors, high school graduates, or college freshmen. Fifteen of this group were described by staff as lower and ten as middle or upper class. Nine of the disadvantaged were Negro and five of the middle and upper class participants were Garland students. The selection criterion outlined in the plan of operation was to have an evenly divided group for the purposes of: (1) developing interaction and (2) pairing the advantaged with the disadvantaged for research purposes.

During an informal poll of one-half the total group of participants, responses to questions concerning their parents' occupation ranged from professional and managerial, to clerks and blue collar workers, with only a few semi- or unskilled workers represented. These responses raise the question as to whether all of the 15 described by staff as disadvantaged were indeed economically deprived. The entire group appeared to aspire to upward mobility. Most of the young women in the so-called disadvantaged group, as well as those in the advantaged group, saw the program as a step toward some other career, i. e. clinical psychology, social work, teaching, and not as a goal in itself.

An important feature of the program was the residential experience with emphasis on living, studying, and working together in an atmosphere of open communication and candor. The staff role in this process was to help the participants use the realities of the experience for optimum growth. The Office of Economic Opportunity did not underwrite the residential part of the program, so private funds were sought for this purpose. The inadequacy of funds necessitated that trainees who could afford to pay their own residence fees should do so.

As participants talked together, they discovered that some had been required to pay residence fees and others had not. Exploration of the topic among trainees led to their discovering that they were selected from differing socio-economic groups. Those from disadvantaged areas of the city resented what they perceived as implicit labeling. The ensuing discussion was heated and in the end valuable.

The content of the curriculum was two-fold: (1) child development and learning theory and (2) practical preparation in the use of materials, and methods of preschool teaching: arts, music, rhythms, songs, and games. Orientation was given through lectures in the ways, means, and reasons for establishing a preschool or nursery, and the teacher's relationship to students, parents, and the community. Emphasis was assigned to understanding the play and learning functions of various kinds of toys, games, and activities. It appeared to be a substantial, though brief, preschool teacher education program to teach participants how to assume the functions of active teacher-aides. Additionally, class experiences were structured for each participant to play various roles, including that of the teacher, followed by an evaluation of her performance by the group and a re-acting out of the situation.

An incident related to the role-playing sessions indicates the kinds of perceptions which the trainees were formulating. A number of participants had role-played preschool children exhibiting aggression, hostility, fear, and withdrawal. The discussions following the role-playing covered various psychological aspects of behavior.

Then a young woman went to the front of the class and portrayed a child just waking up from his mid-morning nap and moving around the room in a clumsy, uncomfortable manner. The class was speculating upon the psychological factors which might have caused the child to behave so unusually. The young woman who had presented the case pointed out that the child she was portraying had put her shoes on opposite feet (right on left and left on right) and was merely physically uncomfortable, a warning to explore physical concerns before assuming that a pathological situation exists.

There was curriculum emphasis upon general self-improvement, including a remedial reading course for all participants geared to develop both better reading and study habits. Extensive library facilities were available to the participants, and the librarian kept records of each student's extra reading. Both art and music were also available for personal growth of participants or as a part of their work with children. Cultural programs and trips around the Boston area were planned for all the students.

The trainees were divided into two mixed groups for teaching in a day-care center, alternating with study in the classroom. At the beginning of the program the participants were perceived as aides, in the sense of providing mechanical help in the classroom. However, this assignment led to dissatisfaction on the part of the students. The professional team of Institute and day-care center staff members explored the roles of teachers and teacher-aides. This resulted in a change of role for the participants who became more active teaching assistants.

Although the scope of the curriculum provided the means for the participant to function as an assistant to a preschool or day-care center teacher, one requirement in the local Boston situation for position of Teacher Assistant is two years of college. There are a few employment opportunities available in the year-round day-care centers operated by the Associated Day-Care Centers of Boston, a privately financed organization. However, the possibility of employment of the more successful participants as teacher assistants is in doubt because of the high requirements for such positions. The ABCD is working to change the current requirements for Teacher Assistant so that graduates of the Institute might qualify.

The 14-member Institute staff was headed by a Director. Faculty included four course instructors and a supervisor of student teaching who was the liaison person responsible for communication between the preschool center and the Institute; six master teachers in preschool classrooms and two remedial reading and study skills instructors. They were from the faculty of Garland Junior College, Harvard University, Brandeis University, and the Quincy, Massachusetts, public schools

The Director of the program placed a strong emphasis on informal and continuing communication among staff as well as between staff and student, and among students. This mode was initiated with the intensive application interview and extended throughout the program. Regular "house meetings" were held to deal with problems of living together. The resident couple acted as confidential counselors. They led "bull sessions" on topics ranging from literature to sex education.

The Director, a trained psychologist, and other staff were available for student counseling, both personal and career planning. The staff reported that even the most reserved trainees began to participate more freely than at first as rapport was established. There appeared to be extensive interaction among participants transcending class and racial lines. The participants responded, in particular, to Negro trainees who expressed themselves well.

A research component, originally included in the Proposal, was not adequately funded by the Office of Economic Opportunity. This was seen by the College to be a central part of the program. Some significant data had been gathered through various standardized tests (Wechsler Adult Intelligence Scale and Allport-Vernon-Lindzey Study of Values, Third Edition), interviews with all candidates as part of the selection procedure, and through records kept by staff and participants. Tape recordings were also made of every session of the Institute. The College could not proceed with the follow-up evaluation and assessment of the effects, strengths, and weaknesses of the program, nor could they provide answers to some questions which they believe need investigation without these funds for evaluation. Such questions are: "Will this program perform an important function for the participants?" "What aspects of the program had the greatest impact?" The evaluation might help determine the validity of the program's contribution to the field of education, and could help the faculty of the College plan for future work in this area with greater insight.

The College, as part of the Institute process, undertook to make a documentary motion picture showing the goals of the Institute and the experiences of the participants and staff as they lived it. This film was foreseen as being of use to others in planning institutes, as a recruiting devices for potential trainees, and as an instrument for indoctrinating participants of other institutes in the process used. The recordings of the daily meetings and work experiences of the participants referred to above were to serve a double purpose as commentary for the film and as data for evaluation.[1]

The impact of the Garland Junior College Institute has been demonstrated. Because the staff learned early in the Institute that the trainees were anxious to become active assistants to the teachers, not merely physical helpers, they appeared to be able to organize the program to provide a broad and meaningful experience. A preliminary report, "Garland Junior College Summer Institute - A Resume," indicates that all, except one, participants seeking positions as teacher-aides in nursery school have been placed. Others have entered further training on the college level and still other trainees have been helped to select a career.

---

[1] OEO funds were finally made available for both the evaluation and the film.

The participants' free expression of their desire to assume more responsibilities is a significant demonstration of the openness of communication which existed. The fact that this openness was firmly established encouraged interaction which developed positive relationships and helped to work out problems (such as the confrontation over differences in residence fees) as they arose.

The Institute Director has received letters from other educational institutions requesting information on the Institute process used. The findings of the Institute were also used as one source for a Model Institute for Administrators, Teachers, and Teacher-Aides written for the Office of Economic Opportunity.

In summary, this program made a definite contribution to the development of the emerging para-professions of teacher-aides and teacher assistants.

The proposed program for the summer of 1966 differs in two main respects from the program described above. In addition to expanding the Institute for the training of young women as teacher-aides, a new component has been added. It consists of a two-week Leadership Institute for 25 administrators, leaders, and teachers to conduct or to work with ongoing teacher-aide programs at their appropriate levels. It is designed to enable them to accelerate the accomplishments of the early childhood educational goals for all disadvantaged children on a year-round basis.

This Leadership Institute would demonstrate through direct experience of a laboratory type, methods, curriculum, personnel, and administrative procedures which may be followed in implementing other programs in early childhood education.

Recruitment for this phase of the program would include efforts to bring in teams from a school or district which would consist of one administrator, and two or three teachers. They would be asked to recommend high school graduates from their own community to be enrolled in the teacher-aide section of the program.

The Leadership Institute would start on the Monday preceding the Thursday opening of the Teacher-Aide Institute to provide opportunity for orientation. This would enable the leadership group to take maximum advantage of the opportunity to observe the opening phases of the Teacher-Aide Institute. The total program is divided into four phases:

(1) Indoctrination, in which, on the whole, both administrators and teachers will be working together,

(2) Review of admissions procedures and observation of the opening stages of the Teacher-Aide Institute,

(3) Practicum and panels (field trips and seminars),

(4) Final evaluation by staff and the leadership group.

Aside from the Leadership Institute component which is a major innovation in the proposed 1966 program, there are various internal differences in the new program for Teacher-Aides. A total number of participants in this phase of the program has been raised from 25 to 50. The selection of these candidates varies in that they would be chosen on an approximate basis of 40 per cent college freshmen, and 60 per cent high school graduates from disadvantaged backgrounds. The increase in size of the participant body necessitates changes in the size of faculty, and in the expanding of residence facilities from one house to two.

A problem met in the 1965 summer Institute is to be avoided by charging all participants residential fees which can be paid out of their stipends. The residential experience will also be more intensively studied as a part of the evaluation of the 1966 Institute. The evaluation component of the previous year's program has been amplified to include not only this further evaluation of the residential experience, but also to include use of instruments to test the predictability of candidates' potential for operating effectively within this kind of experience, and in measuring their success in applying the Institute learnings when they accept teacher-aide positions.

The Aware Team believes that the new proposal reflects the efforts of Garland Junior College to evaluate realistically the experiences of one summer and to use these evaluations as a foundation on which to develop a more comprehensive program for the future.

NDEA SUMMER INSTITUTE FOR ELEMENTARY SCHOOL TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH

(Preschool through Sixth Grade, Inner-City)
Ball State University, Muncie, Indiana

The NDEA Institute held at Ball State University in the summer of 1965 was designed precisely to meet the needs of elementary school teachers of disadvantaged children and youth who work in mid-western inner-city schools. Smaller mid-western cities in Indiana, Illinois, Kentucky, Ohio, and Michigan are beginning to face some of the educational problems with which the larger metropolitan centers have been dealing for some time.

Muncie, Indiana, the eighth largest city in the state, is a case in point. In the 1920s and 1930s Muncie was selected as the prototype of the small mid-western American community. Robert and Helen Lynd in *Middletown* and *Middletown In Transition* minutely described Muncie in terms of population, economics, education, and cultural patterns, and in the second book, studied the changes wrought in the passing of a decade. Since then, Muncie remains somewhat typical in that it reflects the growth and change common in American urban life. For example, in the ten-year period between the 1950 and 1960 U. S. census its population increased more than 10,000. Similar growth patterns are found in other mid-western urban communities which are becoming larger, in part, as the rural populations migrate to the cities in increasing numbers.

The rural-to-urban migrants generally have incomes in the lowest third of the national living scale. They lack readily marketable urban job skills. Their life style differs sharply from the city dweller. They may be highly visible as are the Negro and Indian internal migrants because of skin color, or easily identifiable as are the Appalachian and "poor whites" because of speech patterns, differences in dress, and folkways. They gravitate to the older cores of the cities because they expect to find low-cost housing there. Their children drift into and out of the inner-city schools.

Some of the teachers in such schools feel that the kind of teaching which was effective with previous school populations is not effective with the children now in their schools. They point to low achievement on tests, inability to read at grade level, lack of parental concern with education, and high dropout rate as indications that something is wrong. The NDEA Institute at Ball State University surveyed some of these teachers about their concerns in teaching children. Here are some responses: "Improving the seemingly nonchalant attitudes of parents and the 'so-so' attitudes of students," "Understanding the backgrounds of these children that a better job may be done in the classroom," "Reaching the non-readers and becoming acquainted with suitable materials," "Working for better correlation between the curriculum and the children's real life experiences; helping adults and parents understand the learning situation," "Better understanding of the Negro child--reacting to his reactions, motivating his desire to learn, developing his sense of responsibility, assisting him in the utmost in learning," "Helping children adjust themselves to life in an urban community."

With these comments and other information to work from, an Institute was designed to help 29 mid-western teachers improve their understandings and skills in working with the disadvantaged inner-city child. The program was carefully tailored to effect a balance between cognitive and affective learnings for the participants. Learning experiences included lectures, films, tapes, assigned and suggested reading, introductions to, experiences with, and development of teaching materials, individual and group conferences, field experiences in the disadvantaged community, and intensive teaching experiences with disadvantaged children in a closely-supervised practicum setting in inner-city schools. During the eight-week Institute, four weeks were spent in residence at Ball State University and in the community of Muncie and four in residence in a YMCA in Indianapolis and in the adjacent community and schools.

One of the features which contributed to the quality of the learning experience was the residential aspect of the program. Both participants and faculty lived and worked in the same building during the four weeks spent on campus at Ball State University. The Institute report describes the facilities:

> A very large room was provided on the main floor at Williams Residence Hall for classroom-seminar purpose. The classroom had air-conditioning making it an ideal setting for this type of Institute. The area was large enough to house all participants comfortably and to provide for:
>
> 1. Ample space for several round tables (groups of six) to be permanently housed for small group discussions, lectures, and seminars.
>
> 2. Ample space for comfortable chairs to be arranged in a circle for large group discussions.

3. Ample space for several large tables to display a great number of educational books and materials, and for use by the participants.

4. Interest centers to stimulate participants' reading and utilization of materials.

In addition, a separate room adjacent to the entrance way of the classroom housed the library of professional books, periodicals, and audio-visual materials. This library and social lounging area had comfortable furniture and was also air-conditioned.

The classroom and library facilities housed audio-visual equipment for use by the staff when needed. This equipment was always available for independent, individual, and/or small group use by participants.

The residence hall room facilities provided for the participants were located on the second floor of the same building, housing two to each room. The participants were arbitrarily assigned to the rooms as they arrived on campus. This provided opportunity for integrated room arrangements, which proved very beneficial for the participants, as well as serving to reinforce direct and indirect objectives of the Institute's program. However, it should be understood that the policy of Ball State University residence halls does not condone segregation during the regular school year.

The hall in which participants were housed provided a large corner lounge with comfortable chairs which enabled the participants to get together informally to have discussion and/or listen to records and tapes of lectures and speakers of national conferences for their review.

With the Institute's library, classroom-seminar, and cafeteria services all located one flight below, the entire arrangement of facilities provided by Ball State University for the Institute proved to be most ideal and definitely contributed to the success of the first four weeks of the Institute.

Similar, if slightly less comfortable and convenient, facilities were provided for participants and staff at the Fall Creek YMCA in Indianapolis. Nine of the women participants had to be temporarily housed at a nearby YWCA until space became available at the YMCA for them. This caused a temporary disruption in the cohesiveness of the group which was remedied when they were reunited with the group in the YMCA.

The residential experience for both the participants and Institute staff was a planned part of the Institute process aimed at building awareness of group dynamics, providing the maximum opportunities for mutual exchange of ideas and information, sharing of experiences, intellectual cross-fertilization, and for some, a first experience in living and working closely with members of different racial and ethnic groups. The Aware Team and the Institute staff reported that living and working together for the whole eight weeks was a significant influence on the participants' growth. The following is a sampling of the way participants reported their reactions to this aspect of the Institute: "Just studying, feeling, living this problem of teaching the disadvantaged children for eight weeks in such an invigorating atmosphere has brought forth untold growth and depths of understanding of which I am becoming conscious only at the present time;" "I enjoyed the freedom and flexibility in the program of the Institute that let me explore ideas that I had not tried nor heard of before;" "The close relationship of participants and the staff brought to light my frailities and my capabilities. Acceptance happened to be the key and unlocked doors to increased understanding of true learning and how it can take place in my own classroom."

The Institute was designed so that participants could have four weeks of in-depth experiences in two kinds of mid-western city cores: the smaller community of Muncie and the larger, industrial city of Indianapolis. It was believed that in the smaller community it would be easier for the participants to get perspective on the disadvantaged inner-city as a segment of the whole. In the larger city setting the participants tested self and knowledge about children, homes, schools, and agencies in the disadvantaged areas of the community and explored the problem in a larger context. In both cities direct experiences in the community and direct teaching experiences with children were planned for the participants, giving opportunity to build a personal collection of observations, teaching experiences, and repertoire of skills. These two placements gave opportunity for comparison of situations and responses.

The field experiences both in Muncie and Indianapolis provided for participants were varied and imaginative, according to the Aware Team report. In addition to the more usual visits to community agencies, courts, city summer schools and playgrounds, Operation Head Start, camps, day nurseries, participants were assigned to visit a laundromat in a disadvantaged area on a Saturday morning to observe family life, children taking responsibility, and the total milieu. Visits to the homes of children with whom the participants were working in the practicum were also arranged. Discussions such as "Guidelines for Community Observation and Visitation," "The Family as a Social Unit," and "Adjustment to New Environment" were conducted by staff with participants. Each field experience was followed up by small group discussion, and in some cases, by written reports. On Sundays participants were encouraged, although not required, to attend services of their own faith in churches in the community of their practicum schools.

The practicum experience was tailored to the expressed needs of the individual participants. Participants were given latitude in their choice of grade level and the nature of children with whom they wished to gain experience. One of the emphases of the practicum was the intelligent selection of materials with which to help children learn. Participants studied the needs of the children assigned to them in order to identify which existing materials would be most beneficial. If the participant could not locate suitable materials in the ample collection provided by the Institute, he was encouraged to devise original materials with the aid of staff or other participants. Much use was made of tape recorders by participants with practicum children. Cameras, Initial Teaching Alphabet, primary typewriters, the Chandler projector, and a portable woodshop kit were also mentioned by participants as being particularly useful.

Conferences, individually and in groups, reinforced learnings after practicum sessions. The tone of these, as reported by the Aware Team, was reality oriented, with both staff and participants relating the practicum experiences to what the participant could reasonably expect to be able to use when he returned to his home classroom. Each participant prepared for presentation to the entire Institute group an activity which he had developed in the practicum which he was going to use with his own class in September. In this way attention to concrete learnings was emphasized by Institute staff.

Another device used in the Institute to encourage carry-over of the Institute experiences to the schools in which the participants were to teach in the fall was reported by the Aware Team. Each participant, after finishing his practicum experience, wrote a letter to himself full of insights gained during the practicum. These letters, stamped and self-addressed to their home schools, were collected and held by the staff, to be mailed in the late fall to the writers.

The participants themselves expressed the following values which they had gained from the practicum experience. "Realization that each child must be accepted as he is and that each one can make progress through the teacher's genuine interest in him;" "Increased faith in and respect for individual children and real trust that they will succeed if given opportunities;" "Greater willingness to give 'that little extra bit' to each child;" "To listen and not prejudge him;" "To look at school through his eyes;" "New outlook and keener sensitivity to the vast possibilities for learning which exist beyond the classroom;" "Greater confidence in oneself as a teacher;" "Broader knowledge and understanding of various teaching materials and ideas on method and content;" and "Greater concern for involving parents in school and for closer home-school relationships."

The staff commented on the value of the practicum experience for the participants particularly noting that the latitude allowed in letting participants help design their own practicum experiences made for most meaningful participation.

One goal of the Institute which according to participants and observers as woven into the fabric of the whole Institute was to develop awareness of and sensitivity to one's self as a teacher of disadvantaged children. The residential experience, the community participation, the practicum, lectures, films, and reading assignments contributed to the development of this kind of awareness and sensitivity. An incident related to a member of the Aware Team by the participant to whom it happened illustrates what kinds of growth were made possible by the process of the Institute.

The participant, a Negro teacher from the South, was invited for dinner to the home of a white child with whom she worked in the practicum. The teacher recounted that at first she made an excuse to the child's parent so that she would not have to accept the invitation. She said that upon reflection she realized that she had reacted first as a Negro, fearing that problems might arise from the offer which she did not feel prepared to meet. After she had made this self-discovery, a second invitation to the same home was offered, which she accepted, she said, because she was a teacher and as a teacher she had something to offer the child. The subsequent dinner proved to be a success. The participant stated that her best learning experience was becoming able to confront her own fears.

Another example of self acceptance and personal growth was one which was fostered by the supportive relationships developed within the Institute. One participant had never been swimming in her life because she had a birthmark which she considered disfiguring and which would be revealed by a bathing suit. However, during residence at the Indianapolis YMCA, staff and participants used the YMCA swimming pool frequently. During one of these swimming parties, the participant not only wore a swim suit but was taught to swim by other participants.

In response to open-ended questions by staff the participants identified areas in which they had achieved self-growth. Eighty-six per cent of the participants said they had improved their ability to listen. Seventy-nine per cent mentioned an increased ability to sense the feelings of others. Another area mentioned by 79 per cent of the participants was a better understanding and use of materials in working with disadvantaged children. Other areas frequently mentioned were a better understanding of community and school and its people, and a better understanding of children to get a feeling of their life space.

The 29 participants themselves represented a cross-section of mid-American elementary school personnel. There were 21 women and seven men teachers and one male principal. Eighteen held bachelor's degrees, and 11 had completed their master's degrees. All 29 enrolled in the Institute for graduate credit. The median age range was 34 to 35. Four had been teaching from one to three years; five from four to five years; seven from six to ten years; and 12 from 11 to 15 years. Fifteen were married and 14 single.

In reporting on the schools from which they came, 14 teachers said they taught in schools with enrollments from 100 to 499; 13 teachers taught in schools with enrollments from 500 to 999; and two teachers taught in schools with enrollments from 1500 to 1999. All teachers served in schools where a majority of the children were considered disadvantaged.

In their home school systems, one teacher taught in a system with 1000 to 1499 children enrolled, two taught in a system with 2000 to 3999 children enrolled; and 26 reported their systems enrolled 4000 or more children. The median size city in which their school system was located was 70,000 to 99,999.

Applicants to the Institute were required to meet the usual qualifications for NDEA Institutes, plus other standards due to the nature of the program designed for elementary, mid-western inner-city teachers of disadvantaged children and youth. The Director discussed in detail the questions the Admissions Committee asked about each applicant to the Institute. Because, in the opinion of the staff and the Aware Team, these criteria were extremely helpful in selecting applicants most able to use the experiences of the Institute for improving the quality of teaching in disadvantaged schools, the questions are quoted here from the final report of the Institute.

> 1. Can he profit from attendance at the Institute? Has he taken relevant background courses in his own educational training on the elementary school level? Was he merely a person who has specialized on a secondary program and has made some attempt to teach on the elementary level?
>
> 2. Will he be able to multiply himself? Is he in a position to benefit from the experience of the Institute? Will he be able to influence other teachers? Does his principal or supervisor and/or superintendent have confidence in him, and will they gain by his experience of the Institute?

3. Does he have a genuine interest in this field and is his professional background adequate? Can he profit from his experience? To what degree has he attempted to train and to keep himself informed through in-service workshops, seminars, or through personal reading? Does he indicate a mature concept of the needs and desire to seek improvement of self in working with and understanding children of the culturally disadvantaged?

4. Does he come from an area where the need is great? Are many of the students in his classes from a disadvantaged environment? What proportions of such students are there in his schools, his community?

5. Does the final selection represent a fair geographical distribution of the opportunity to secure training, and to provide uniqueness of experience relevant to the objeectives of the Institute? Would good cross-fertilization of background and experience be provided for in the Institute and its participants?

Through this process in which the total Institute staff was actively involved, 30 original candidates and 19 alternates were selected. Five of the original candidates withdrew their applications for personal reasons, and they were replaced with four of the alternates. Because of the lateness of one candidate in withdrawing, it was not possible to replace him. In all 465 inquiries were received about the Institute; 443 application sets were distributed to those persons inquiring; 222 completed applications were returned. The 19 alternates were considered to be of the first rank, equal in qualifications to the 30 original candidates. Application sets were completed by applicants in 34 of the 48 continental states.

The staff of the Institute included a Director, two full-time staff members, three half-time staff members, one graduate assistant, and one full time secretary. The Director assisted in the practicum experiences of one group of participants as well as directing the Institute. One staff member served as Assistant Director, taught the course Education of the Inner-City Child, and supervised a group of participants in the practicum. The two part-time staff members shared the coordination of the practicum experience. The Aware Team reported that the staff individually and collectively contributed uniquely to the overall quality of the Institute. One set the tone of the Institute and with great skill, according to the perception of the Aware Team, guided the developing process which made sensitivity training possible. Another's major contribution was the presentation of curriculum and materials in useful and meaningful ways. A third provided insights from another discipline. This staff member frankly admitted his lack of first-hand experiences with disadvantaged children and entered, with the participants, into the practicum experiences in order to remedy this deficiency. The participants reported that he even arranged to take practicum students fishing with him so he could get to know them better. Another provided knowledge in child-study research instruments and a strong emphasis on the necessity for each teacher understanding and accepting each child as a unique individual. Another staff member was on leave from the inner-city public schools and used his first-hand knowledge of that city and its school personnel and students for the benefit of the participants.

The staff as a whole expressed a willingness to conduct personal follow-up to the Institute, even though such activity was not a part of the Institute proposal and therefore no funds were available for extended follow-up. The staff, partly because of the warm relationships established with the participants in the residential and working experience, offered to make themselves available to participants during the academic year for phone and mail consultations on problems which may arise.

Follow-up attempts which were a part of the proposal include contact with each participant to ascertain what impact the Institute had on the participants' in-classroom behavior. Administrators and supervisors will be surveyed to obtain their reactions to changes in participants affecting their own classrooms, schools, and community. In addition, one of the Institute staff members intends doing a doctoral project on the Institute and its impact on the participants during and afterwards. A part of his study will require making visits to the participants in the classroom.

The participants themselves made efforts to predict what kinds of things they will do differently as a result of the Institute when they return to their own schools in September. Some of their projections which will be followed up are listed here.

1. Build up each child's self-image.
   "Establish a personal relationship with each child;" "Know each child first of all;" "Talk less. Listen more;" "Recognize each pupil as a unique person and worthy of accomplishments on his own;" "Focus more attention to the child rather than on subject matter alone;" "Find time with each child to make him feel that he had communicated with me each day;" "Make each child feel he is important;" "See that each child goes home at the end of the day liking himself a little better."

2. Provide a permissive, meaningful classroom atmosphere for good personal growth and learning to take place.

"Provide opportunities for free exchange of ideas and opinions;" "Encourage children to ask questions, to be inquisitive;" "Arouse curiosity through interest centers in the room, independent activities, live animals."

3. Individualized Instruction.
"Use the text book less;" "Provide independent activities according to each child's needs and interests;" "Use flexible grouping so that instruction is more often done in small groups or with individuals;" "Develop listening skills through use of a tape recorder and story telling or reading sessions;" "Be a model listener myself."

4. Foster and nurture creativity.
"Provide a climate for creativity;" "Provide a variety of opportunities for creative work in the language arts, science, math, social studies, in all curriculum areas;" "Reward creative behavior;" "Be respectful of unusual questions and ideas;" "Occasionally have children do something for 'practice' without threat of evaluation."

5. Involve parents in school-community activities.
"Organize a home room PTA;" "Invite parents to visit classrooms and observe children at work;" "Hold parent conferences in school, at teacher's homes as early as possible or before start of school year;" "Improve methods of reporting to parents."

6. Establish good relationships with the administration and the faculty. "Confer with principal for permission to try out new ways that may work with disadvantaged children;" "Seek cooperation of the administration to expand field trips program of the school;" "Take an active part in arranging assemblies using resource persons from the community;" "Convey messages received from the Institute through meaningful bulletin boards in faculty lounge, informal conversations and setting the example in your classroom."

7. Make effective use of community resources.
"Establish referral communication with community agencies;" "Publicize importance of coordination of school and community services;" "Invite resource persons, particularly successful Negroes from all walks of life in the community;" "Know more of the community through various contacts with individuals and small groups."

In studying the overall impact of the Institute as reflected by participants, staff, and the Aware Team the consensus was that in planning, program process, selection of staff and participants, tone, balance between cognitive and affective aspects, and meeting the needs of the participants there was little left to be desired. All three groups did make suggestions or recommendations about changes which might be made in planning similar future institutes. The most frequently mentioned change was related to scheduling. A day's program normally started at 7:30 a.m. and ended at 9:00 p.m. with breaks for lunch and dinner. The staff reported that, in spite of the heavily scheduled day, the content of program remained flexible and the atmosphere permissive. The participants concurred although they believed that some evening lectures could have been omitted. Within the schedule time was allowed for reading, informal discussion, and reflection. The staff indicated that perhaps some time devoted to field experiences might well have been applied to further practicum experiences. All agreed that the totality of the residential experience intensified the impact and made the Institute most meaningful.

Both staff and the Aware Team believed that the Institute made real progress toward fulfilling its objectives. The participants gave concrete evidence of this in response to three questions: What was the most significant thing that happened to you during this Institute? What was the second most significant thing that happened to you during this Institute, and what was the third most significant thing that happened to you during this Institute? In the process of this study the answers to these open-ended questions were categorized and it was discovered that they corresponded to stated objectives of the Institute to a remarkable degree.

The first objective was "To develop awareness of and sensitivity to one's self as a teacher of disadvantaged children." Twenty-eight per cent of the participants reported that the development of such awareness and sensitivity was the most important thing which had happened to them. The second objective was "To help each participant develop respect for children of disadvantaged areas in their struggle for growth and learning. Sixty per cent of the participants reported that they believed they had increased their respect for children in this manner and that this was the most important thing that had happened to them in the Institute. Twelve per cent responded that they had become aware of the unique kinds of problems faced by children and school of the inner-city.

Things seen as the second most important in the Institute were reported by participants as: the opportunity to acquire specialized psychological and sociological insights into the problems and educational needs of disadvantaged children and youth (38 per cent of participants' response); the increase of teaching skill in actual learning-teaching situations in an inner-city school (31 per cent of participants' response); the opportunity to become acquainted with a variety of materials and ideas about method and content which improves one's ability to work most effectively with the particular children in one's own room (31 per cent of participants' response). These three areas corresponded directly with objectives numbered four, six, and seven respectively in the Institute proposal.

The responses seen as third in importance happening to the participants during the Institute were development of teachers' sensitivity to disadvantaged children and enough understanding about ways of working with them so that they will have increased faith in the educability of the children and genuine hope for the improvement of their learning opportunities (24 per cent of participants' response); and to become involved in careful study of the inner-city community and to develop ability to "read" such a community more effectively (52 per cent of participants' response). These were objectives numbers five and nine, respectively.

Twenty-nine per cent of the participants listed another area as the third most important to them in the Institute. This one did not specifically match the objectives listed in the proposal. It was "Growth in being a better listener, and a keen observer as a result of individual teaching, dynamics of Institute, and community field experiences."

If one criterion for studying the effectiveness of an Institute is that it satisfactorily achieved its stated objectives both in the eyes of those involved in the Institute and in the perception of outside observers, it would seem reasonable to suggest that the NDEA Summer Institute at Ball State University might be studied as a useful model for an institute for elementary school teachers of the inner-city disadvantaged child.

NDEA SUMMER INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH
Tufts University, Medford, Massachusetts

It may be reasonably assumed that no institute conducted during the summer of 1965 was totally free from problems, tensions, and conflicts of some kind. These occur as part of the process of change and growth, processes which are central to the concept of institutes for preparing teachers to work more effectively with disadvantaged children and youth. The Tufts University Institute was designed with the recognition that conflict was inevitable and that, with skill on the part of the staff, such conflict could be channeled productively. The Director of the program states that it is not yet certain whether the Institute accomplished this goal. All the evidence is not yet in. However, the attempt was made and the process of the Institute encourages close examination.

This Institute was created to serve 60 teachers working with disadvantaged children and youth in public schools in the Boston area. The Institute proposal described the target group of participants in this manner:

> Many of these teachers are not, for example, "middle class" in the sense that is often used in describing teachers of disadvantaged youth. They are not necessarily teachers who move around a great deal; often they have been teaching in the same school for a good many years. They are often not themselves the products of a public educational system. They are, in short, a rather special kind of teacher requiring a rather special kind of in-service assistance.

For such teachers the Tufts summer Institute included three kinds of learning experiences: (1) substantive review of the findings concerning the socio-economic and psychological background of the pupils and their families with particular reference to their educational implication; (2) methods-materials practicum with children and youth who came from disadvantaged homes and who were enrolled in a summer school program (preschool through 9) under private and public auspices; and (3) sensitivity training program.

The substantive review concerning the socio-economic and psychological background of these children was attempted through the use of findings of the sociologist, psychologist, social worker, educator, and other disciplines. The following topics were explored with special reference to the educational needs and learning handicaps of the students who attend schools in disadvantaged areas: factors in urban life that affect learning and teaching; cognition and perception; language growth and development (class status, values, motivation); development of self-concept; school as a social system; school as an ego-supporting institution; teacher-administrator factors relating to potency for change; the role of the school as a cooperative community agency. These topics were explored in the daily one-hour lecture and the small group discussions.

The materials and methods practicum consisted of classroom, laboratory, and field work with the disadvantaged child and family. This section represented the major integrating experience for the participants. The specific needs of the disadvantaged student were studied and analyzed; attempts were made to plan and implement differentiated programs, to experiment with a wide variety of new materials and methods, to develop new teacher-made materials; home visits and parent conferences were held; and contacts were made and maintained with youth-serving agencies and organizations within the neighborhood and the wider community. These areas were explored in the daily morning practicum and a one-hour afternoon seminar.

Laboratory assignments for teachers in grades 4 through 6 were made within the experimental Boston Elementary Summer School. Teachers in grades 7 through 9 had their practicum in the regular Boston Summer School Program. Preschool teachers had their practicum in the Head Start Program and in the laboratory school, Department of Child Development, Tufts University. Teachers working in grades 1 through 3 were placed on playgrounds under the Park and Recreation Department and in a camp center on Thompson Island under the auspices of the Salvation Army Boy's Club. The freedom found in the playgrounds and Thompson Island experience and the new materials and methods available to the experimental Boston Elementary Summer School provided the richest experience.

The third kind of learning was sensitivity training. It has been hypothesized that child-teacher and parent-teacher relationships are of major importance in assisting the disadvantaged child to learn. How a teacher feels about himself and about different and sometimes difficult children and parents can help or hinder the learning process. These feelings are more likely to be influential factors when there is a wide variation in value systems between the teacher's personal and professional world and the world of the children he teaches. Self-acceptance and acceptance of others are closely interrelated and can set the limits on the teacher's effectiveness. A full week of sensitivity training was provided to help participants to view themselves, to learn how to see others, and to discuss how they are perceived by others. At the same time insights and skills in dynamics of group behavior were explored. Included within the sensitivity training was a concentrated experience in the Training Group (T-group). Four separate T-groups were established. Each participant took part in an agendaless group. Participants met together for 20 hours. They studied group dynamics by examining their individual and group behavior as it evolved in the T-group. This phase of sensitivity training focused on self-awareness and concept of change. In addition to twice-a-day T-group sessions, lectures, and skill-building sessions were conducted. These sessions drew on the educational experiences encountered by participants in their urban-centered practicum work. The intensive week of sensitivity training took place during the seventh week of the Institute.

From the very first week of the Institute the staff recognized that conflicts were developing. This was noticeable in the sociometry of the group.

The largest segment, 48, of the participants came from the inner-city schools of one community, Boston. They were carefully selected with a number of administrators, including principals and vice-principals, representing those schools with the heaviest

Negro enrollments. Included among the participants were about a dozen Negro teachers. In addition four of the supervisory teaching staff were also Negroes. The remainder of the 60 participants, 12, came from the rim cities in the metropolitan area, including Somerville, Cambridge, Medford, and Quincy. A number of groupings were formed quickly. The Director reported that they continued to present some problems to the staff throughout the seven weeks. He reports that it could not be said that the 60 participants were ever actually welded into one integrated group. A number of factors worked against this integration.

First, there was the group of Boston teachers versus the non-Boston group. The 48 Boston teachers dominated the scene, in the perception of the staff, and some of the non-Boston members described themselves as feeling like outsiders. They complained that the staff focused exclusively on the Boston school system in working with participants.

The Director stated that, from his own observation and from conversation with Institute staff and members of the administration of the Boston public schools, it was evident that a steady and systematic feedback was maintained from Institute to the school administration offices in Boston. He further reported that it appeared to him that some of the feedback reports had a negative tone which was much in evidence in general Institute discussions in both the practicum seminars and in the substantive reviews.

This problem became more acute as the Institute continued and was observed by members of the Aware Team. The Team commented on the skill of the Institute staff in dealing with the problem and noted that a segment of the Boston teachers did have positive attitudes toward the Institute. These persons were younger teachers from the Boston system, who appeared to be eager for help, amenable to suggestion, and less defensive in protecting the "status quo."

Another grouping within the Institute was the Negro participants. This group presented an opportunity for white and Negro participants to work and discuss in close contact with one another. The white and Negro groups experienced difficulties at the outset in communicating with each other. The Director stated it was his impression that the group became more polarized as the Institute neared the close. Some open resentment toward the Negro Institute instructors on the part of a few participants was noted.

Another dichotomy was observed by staff from the seating positions habitually assumed by participants. Men and women chose to sit in groups of their own sex. This fact was commented on to the participant group by a number of visiting lecturers, and staff attempted to make some rearrangements, but in spite of this the division continued.

The usual grade groupings were also apparent, partially due to the fact that groups met according to grade level in the practicum. The staff attempted to break up these groupings for the substantive discussion and to rotate staff leadership around the various groups.

The staff, Director, and the Aware Team separately suggested that the group dynamics of the Institute might have benefited if the sensitivity training had occurred early in the Institute rather than in the seventh week. This affective portion of the Institute included beside the T-group sessions, a skill session for an hour each afternoon with the participants meeting in two groups of 30 each with two staff members conducting each group. The skill sessions included role-playing situations; one-way, two-way communication exercises; discussions of the role of conflict; and intergroup competition exercises.

The staff reported that it was apparent initially that a significant number of participants in the sensitivity training had strong negative feelings about the Institute. The question of whether the Institute had spent too much time on the "Negro problem" was especially charged with feeling. A number of Boston teachers stated that they felt they were under attack at the Institute and were not interested in changing under pressure.

Since the participants had been together for six weeks, although they did not all know one another, much time was spent in discussing the Institute. They evidenced reluctance to look at their own T-groups and become concerned with their own participation. The theme of race relations was also apparent in the T-groups.

Due to the agendaless nature of the T-groups, there seemed to be at the start an overwhelming amount of anxiety generated among the participants, the staff reported. The hostility felt toward the trainers was often projected onto other staff members and the Institute in general. A number of participants threatened to leave the groups. The predictable conflict between members desiring structure and those opposing structure was observed by the trainers.

All four T-group trainers reported that they found it necessary to be supportive, direct, and active. One of the problems was to keep the anxiety at a manageable level rather than to allow it to immobilize the groups. Staff generally agreed that the experience of self-introspection and awareness was a new dimension with the majority of participants and a highly threatening endeavor. However, it was also felt by the training staff that numerous small gains were achieved by the groups and individuals.

Increased awareness of group interaction and factors contributing to group "fight or flight" seemed to become more apparent to participants. Patterns of individual dominance were pointed out to some members by the group. Also many of the silent group members became dissatisfied with their nonparticipation and made increasing efforts to contribute, the staff noted.

There was general agreement that, although the week of sensitivity training did not accomplish miracles, it did help to tie together and dramatize some of the content and attitudinal change advanced in the first six weeks of the program. The Director and the staff recommended the consideration of not only moving the sensitivity training to an early week in the schedule of the Institute but possibly extending the duration to two weeks in order to permit this technique to be more effective.

Another area of experiential learning included the practicum. This was structured according to grade level groupings; pre-school, primary, middle grades, and junior high school. Of the four groups the program for the primary grades which consisted of reading and study groups on city playgrounds and on Thompson Island in Boston Harbor and the grade 4 through 6 Boston Elementary Summer Program provided the richest learning experience for the participants, in their own perception as well as that of the staff. The primary grade program was an informal, unstructured program to which participants responded with imagination. The middle-grade program was experimental in nature with small classes, new methods, and skilled teachers to meet the remediation and enrichment needs of disadvantaged children. Experiences included field trips, special lectures, demonstrations, laboratory activities, as well as supervised observation of, and work with, children.

The participants in the practicum groups reported on some of the things they will try to do differently in September when they return to their own schools. They promised to have patience, understanding, and faith in their students' ability to learn. They stated that they plan to use audio-visual aids more frequently and to plans lessons which allow the children to use their own styles of learning and their own strengths.

Some of the staff feared that the lack of communication and traditions of the Boston school system might inhibit the organized dissemination and use of the principles and methods, techniques and materials developed and stressed at the Institute. However, some participants informed the staff that they planned to confer with their principals with the idea of speaking to the staff at the preschool meetings held in their buildings. Others planned to use informal contacts with other teachers in sharing the philosophy, objectives, and methods which can help children to succeed.

It was suggested by staff and the Aware Team that one factor which permitted the primary and middle grade practicum to achieve greater success was that there was more freedom to plan and innovate within these two programs. The other practicum groups had to work in classrooms which were traditionally set with little opportunity for innovation or for selection of classroom teachers. The participants in these practicums were obliged to accept a lesser degree of participation in the classroom than had originally been planned. In general the participants in these practicums agreed that greater learning took place in the practicum seminars than in the practicum classrooms with the children because of these limiting factors.

The staff, on the other hand, believed that the participants' apparent inability to get the greatest possible benefit from the practicum experience was due in part to their constantly seeking "blueprints," "master plans," or "magic formulas," gimmicks which would work in every situation with any given group of children. In spite of the insistence of the staff that no such thing exists, the participants seemed to be sitting back and waiting for it miraculously to appear. The Associate

Director also noted that this group of participants seemed to be extremely dependent on structured situations which, he stated, retarded development and use of their own ability.

The cognitive aspects of the program were presented by various methods. The total staff was employed as a team in presenting the substantive review concerning psycho-social-economic aspects of the disadvantaged child, with particular reference to the Negro community. The resources of the Lincoln Filene Center at Tufts University which has been a pioneer in educational programs and research, particularly concerned with American race relations and the impact of the Negro self-image on learning, were available to the Institute. Much dependence was placed on the use of audio-visual aids, particularly films, to stimulate discussion and fix learning. Some participants reported that they thought the films extremely valuable and that they should have replaced the speakers. Others suggested that fewer films should have been used.

Effective use was made of outstanding authorities (Thomas Pettigrew, Kenneth Clark, Martin Deutsch, Frank Reissman, and others), according to the Director. Many of these speakers were used in two sessions on a half or full-day basis, or for two full days.

Some participants reacted to this aspect of the Institute as being too heavily "loaded with Negro propaganda," and one staff member, in a minority report, suggested that "at times the Institute deteriorated into a seminar on Civil Rights." However, the majority of staff and participants agreed that this part of the program was of great value.

The Aware Team reported that during an interview with 12 participants there seemed to be complete agreement as to the value of the lectures. However, little agreement could be reached as to their meaning. An example of this was the reaction of two participants to Frank Reissman's lecture. A white participant insisted that Reissman had said, "Don't try to be a social worker. Be a teacher. Teach." In support of her contention that there was too much emphasis on attitudinal change, a Negro participant heatedly declared that the other participant was quoting out of context. Both women agreed that they had enjoyed Reissman enormously, but his words meant different things to each of them.

The ultimate effect of these three parts of the Institute would never be known had not there been definite planning for the inclusion of an evaluation component in the Institute proposal. The results of this evaluation are not yet available since it was designed to be carried out over a period of time, beginning in the summer seven-week section of the Institute and continued in the "eighth week." This was to be a broken week consisting of five Saturday meetings, extended from October through April. The final "week" has several purposes exclusive of evaluation. It is to provide opportunity for feedback report on innovations that worked or did not work, on problems met, and to discuss knowledge, understandings, and proficiencies developed during the seven-week summer session.

The Alfred P. Sloan School of Management, Massachusetts Institute of Technology cooperated with the Director in setting up an objective plan for appraisal of selected outcomes which was carried on by a doctoral candidate at the School of Management. The uniqueness of this feature of the Institute, in the perception of the Aware Team, lies within the intelligence and scope of its design. Because of this it is being reported here in careful detail.

"Evaluation," according to Herbert Hyman, "refers to the procedures of fact finding about the results of planned social action, which in turn move the spiral of planning ever upward." The major problem in this process, as Hyman points out, is "to provide objective, systematic, and comprehensive evidence on the degree to which the program achieves its intended objectives plus the degree to which it produces other unanticipated consequences." The plan for the evaluation of Tufts University Institute was developed in the framework of this definition, starting with an examination of the objectives of the Institute.

The formal objectives of the Institute are eleven in number but have in common the changing of attitudes toward disadvantaged children and youth. In order to evaluate the program it was necessary to determine that these objectives were subject to measurement. The objectives had to be translated into operational goals.

A person's attitude toward a social object is said to be comprised of three components: affective, cognitive, and action tendency. The Institute objectives were perceived by the evaluation staff as lending themselves neatly to categorization within this conceptual framework. The three major goals of the program were in the following terms:

1. Affective--to develop positive feelings toward and respect for disadvantaged youth and their families; to enhance the teachers' self-acceptance and acceptance of others.

2. Cognitive--to increase understanding in a wide variety of areas related to the problem of teaching disadvantaged youth.

3. Action tendency--skill and practice in the application of a wide variety of new tools and techniques; strongly implying a need to develop behavioral flexibility.

This selection does not imply that these components are completely independent. Much empirical work has shown that they are related, to a certain extent, and that experimentally induced changes in one component leads to changes in the others. According to the evaluation staff members, the Institute's objectives, as well as the triparte structure of the program, suggest that the above conceptualization is relevant. The operational objectives of the evaluation program were developed in this three-part framework.

In the affective section the two major areas of concern deal with the participants' "acceptance of self" and "acceptance of others." Much theoretical and empirical work, particularly in the area of client-centered psychotherapy, suggests that it is only the person who truly "accepts himself" who can truly "accept others." To measure this the Dorris, Levenson, Hanfmann Sentence Completion Tests (SCT), a semi-projective instrument, was used. Also the Harding and Schuman Reactions Questionnaire was employed to measure the individual's level of empathy or sympathetic identification with the "underdog."

In the cognitive area one of the elements of interest was identified as the degree to which the Institute had been successful in increasing an intellectual understanding of the problems associated with teaching disadvantaged youth. The evaluation staff believed that more important than what had been learned was the impact, if any, that these intellectual pursuits had on the nature of the individual's thinking.

It was proposed to use an instrument which measures an individual's level of commitment to a norm of rationality. Rational thinking is characterized by a persistent attempt to secure information, to correct misinformation, to be logical in deduction, to be cautious in inference, to make appropriate differentiations and qualifications. Irrationality can be characterized by hasty judgment or prejudgment, overgeneralization, thinking in stereotype, among other things. The Harding and Schuman scale of rationality of thinking with respect to various ethnic groups yields interesting data in this regard. Four types of people are identifiable: rationalists, pro-rationalists, anti-rationalists, and confused. An interesting group are the pro-rationalists who exhibit an irrational bias in favor of a particular ethnic group or what Allport calls "love prejudice." It was assumed by the evaluation staff that the objectives of the Institute did not support this orientation. However, they thought it was very important to determine if, or to what degree, this represents an "unanticipated consequence" of the overall program.

In the action-tendency area gathering objective data is, at best, an exceedingly difficult and time-consuming problem, the evaluation staff reported. However, since the ultimate effectiveness of the Institute rests upon the increased ability of the participant to deal with the problems of teaching disadvantaged children and youth in his own school, systems of measurement for this factor had to be found.

The evaluators decided that the objectives of the Institute did not seem to have as a primary concern specific types of actions or behaviors. The program was not perceived as being meant to provide a set formula for participants, even though it became clear in the summer session that it was so perceived by some participants. The evaluation staff identified the outcomes the Institute was designed to accomplish as being an improvement of "diagnostic ability" and the development of an enhanced repertoire of behavioral skills, a sense of behavioral flexibility. Increased social sensitivity was seen as being a necessary but not sufficient condition to improved teaching ability. Even with increased sensitivity the participant without the behavioral flexibility to respond differentially to the wide variety of needs and demands of disadvantaged children and youth would appear to have come only half way.

An approach to measuring effectiveness in this area comes from a substantial body of work done by Fred Fiedler with regard to leadership style and group performance. Utilizing an instrument comparable to Osgood's Semantic Differential, Fiedler has found that the most effective leaders, across a wide variety of groups, tend to be those who distinguish most markedly between "best liked and least liked" co-workers. This instrument can be viewed as measuring an individual's level of diagnostic or behavioral flexibility.

Many other variables could be expected to condition a participant's reaction or response to the Institute program and not all could be measured. The two which seemed worthy of investigation to the evaluation staff were the participant's level of psychological anomy and his particular pattern of interpersonal values. Psychological anomy is a multifaceted concept, the core of which is a feeling of moral emptiness. It is highly related to a number of personality variables known to impair learning, communication, and interpersonal interaction. A very brief but highly reliable and valid scale developed by McClosky and Schaar was employed to measure this variable. The Gordon Survey of Interpersonal Values taps individual values in the areas of support, conformity, recognition, independence, benevolence, and leadership.

The selected battery of instruments required between 60 to 80 minutes to complete. The first battery was given to the total group of participants at the beginning of the Institute, prior to any extensive orientation. At the end of the sixth week (directly prior to the beginning of the sensitivity training week) one-half of the total participant group chosen on a random sample basis completed the entire battery for the second time. At the end of the week of sensitivity training, the remaining half of the participants took the battery for the second time. Such splitting of the group enabled the evaluation staff to examine the differential effect of the sensitivity training experience over and above the impact of the first six weeks of the Institute program. It was also planned to readminister the battery at the end of the follow-up sessions, the "eighth" week of the Institute. Other data were being gathered from participants at two points in time: prior to the end of the 1965 school year (pre-Institute) and sometime in the middle of the 1966 fall term (post-Institute). It was suggested by the Director and the Aware Team that the report of the findings of such an extensive evaluation process may be extremely valuable in assessing the effectiveness of this particular program and in planning for future Institutes.

The Aware Team reported that observations of the Institute raised questions concerning the number and selection of participants. As has been previously noted, there were 60 participants, all chosen from the Boston area. The median age range was from 35 through 39 years. There were 35 male and 25 female participants. Forty-two were married and 18 single. Twenty-five held bachelor's degrees; 34 master's degrees, and one participant had more than a master's degree. The majority taught in schools with enrollments ranging from 500 to 999 children. Participants had from one to 20 years of teaching experience with the mean being five years. One question of the Aware Team concerned the number of participants in relation to the sociometry of the Institute. It was observed that there is a greater tendency to form small groupings in a large Institute than in a small one where more intimate communication among participants is readily effected. Second, the selecting of participants exclusively from the Boston area was mentioned as a possibly divisive factor. The reported feelings of some participants that the Institute was "slanted" toward the teachers from the Boston city system might have been obviated if there had been participants chosen from other cities in the Northeast or from other sections of the country.

The staff was reported by the Aware Team as being outstanding. Besides the Director and Associate Director there were five members of the teaching staff, and four members of the sensitivity training staff, plus one evaluator. Three staff members were recruited from the faculty of Tufts University, four from the local school systems, and four from Boston University. The evaluator was from the Massachusetts Institute of Technology. The inclusion of a substantial number of Negroes on the staff was perceived by the Aware Team as approaching the issue of race in a most direct and positive manner.

The staff gave every evidence to the Aware Team of being highly involved in the Institute and aware of the total program and process. The ferment apparent among the participants was viewed by the staff as evidence that the Institute was an intensely moving experience, and while staff members did not all agree that the total experience was completely positive, they reported individual signs of change.

The Aware Team asked if there were any ways in which staff members saw the Institute experience as differing from teacher education in general. They responded that it differed in two areas:

the understandings gained by teachers about the self-concept of most disadvantaged children and the ego strengths needed by the teacher to deal with the varied behavior that is environmentally conditioned, and the direct experience with the life conditions of disadvantaged children.

The Institute was housed in the Lincoln Filene Center for Citizenship and Public Affairs on the Tufts University campus. The choice of this location including the availability of the staff and resources of the Center as well as the area in which the Center has been working during the past few years, that of American race relations and the impact of the self-image of the Negro on schools and civic education, contributed to the total impact of the Institute experience on the participants. Directly opposite the Lincoln Filene Center was the University library, the resources of which were at the disposal of the participants. The Institute also had the resources of the Eliot-Pearson Department of Child Study, including a laboratory preschool equipped with observational facilities, during the summer session. This facility, the primary setting on Thompson Island, and the less ideal classroom situation in the Boston city schools formed the practicum settings. Because the participants lived in the local area, residential facilities on campus were not necessary.

The Aware Team reported that they believed that the major strengths of this Institute to be the head-on approach to prejudice by the appointment of Negro supervisors, the high quality of the staff, the brilliance of the design of the Institute, the establishment of a beginning flow of communication between the Boston school system and the University, the excellent provision for follow-up and evaluation throughout the year, but perhaps most important was the increased faith in children's potential which many participants evidenced. Such strengths may possibly counterbalance the _sturm und drang_ of the summer session.

NDEA INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH
Dominican College, Racine, Wisconsin

Members of a local community rarely hear about two offices of the federal government combining their forces to make possible a program to benefit their own neighborhood. In an article in the February 27, 1965, Racine Journal Times, the citizens of Racine read about such a venture in the improvement of education for the disadvantaged children of their area and their teachers:

> The primary purpose of this summer's program is to train teachers in the special skills needed to meet the needs and problems of the disadvantaged child. To do so, this line-up of resources has been mobilized: the federal government has made one grant through the U. S. Office of Education under the National Defense Education Act which will set up a nine-week institute of training for 45 elementary teachers. Dominican College will administer the institute. A second federal grant from the Office of Economic Opportunity will finance special summer schools for disadvantaged children. These schools will serve, in effect, as laboratories for the teachers, who will attend academic lectures and seminars at Dominican part of the time, and go out to apply their developing skills in the schools the rest of the time. The summer schools will be operated by the Racine Unified School District and parochial schools. . . . In this program there is something for everyone involved: the child himself, the teachers, and the community; and it is an example of well-planned coordination of community and federal resources.

As the article indicates, the element of coordination was begun at the federal level. Integral to the design of the program was cooperation between the local public school system and the local parochial school system. The plans for the program delved further into the possibilities of integrating the local community into the Institute. Community leadership outside the College served on the faculty:

the Associate Director was a supervisor in the Racine public schools, a staff member was Executive Director of the Racine United Community Services, and a staff consultant was from the staff of the Racine County Mental Health Clinic. Local industry cooperated: a local publishing foundation provided consultants for the preschool practicum who benefited by gathering ideas for preparation of publications for teachers of the disadvantaged; the Johnson Foundation donated its retreat house for use by participants on three occasions; the public library, museum, zoo, telephone company, and local industries cooperated in developing learning experiences for the teachers and children in the practicum. Finally the entire community in less direct, but nevertheless effective ways, showed continuing concern and interest in the entire program.

The Institute which so captured the imagination of the Racine community was focused around the laboratory experience, the practicum.

> The greatest and most unique aspect, giving the most profound strength to the Institute, was the six weeks of supervised field work wherein the participants were given opportunities to 'test out' the various concepts, theories, ideas learned, read about, or shared during the first two weeks.

The above statement from the Director's final report bears out observations of the Aware Team and the participants that the practicum was the heart of the Institute. However, before beginning this experience, the participants studied in an intensive two-week workshop on campus, meeting daily from 8:30 in the morning until 3:30 in the afternoon. The day began with a general session followed by small group meetings for working intensively on problems of common interest. The scope of the content area included the philosophical and psychological nature of man; sociological and anthropological knowledge relevant to attitudinal change in relation to the disadvantaged children; preschool education of disadvantaged children; language arts for the disadvantaged; and literature. Guest lecturers as well as staff contributed to these general sessions, and a series of films relating to disadvantaged children and inter-group relations were shown. The small groups were set up according to grade level; the four groups were preschool, grades one and two, grades three and four, and grades five and six. Later in the Institute participants indicated that they wished to restructure their groups according to their interests, rather than the grades they taught, and this was expedited.

The six-week practicum followed the two weeks of intensive preparation. The participants of the Institute had, as a condition of their acceptance at the Institute, contracted to teach in the OEO Community Action Program (CAP) summer schools held both in Racine public schools and parochial schools. Twelve participants taught at three parochial schools; 33 particpants at eight public schools. The classes of these teachers were kept small, up to 15 children, and they were held only in the mornings.

In the afternoons of the school days and occasionally on Saturdays the participants re-assembled on campus for continued study as well as supervision by staff. Individual and group conferences on practicum experiences took place at that time.

The multifaceted experimentation encouraged by the Institute characterized the practicum. It provided for the participants opportunities to work in a variety of ways in a supportive, non-threatening environment. Here the participants had the opportunity without some of the pressures they might have felt in their own classrooms during the school year to explore the effectiveness of different ways of working with disadvantaged children and youth. As one participant remarked, "Never before had I had an opportunity to find out how children can learn without being a slave to the tyranny of the curriculum."

In this practicum they could pose questions and seek answers, individually through their direct work with children, and collectively as they studied in the afternoon with other participants and staff who were also involved in the same process. Some of the questions they asked themselves included: "Are the Montessori materials effective?" "What happens if you have a classroom made up solely of boys?" (or girls?) "What happens in a classroom in which many of the children are related?"

In one school while the first through third grades were together in primary, ungraded classrooms, the fourth through sixth grades were organized departmentally. In this latter framework one teacher's specialization was that of providing exciting and creative experiences for the children.

Another unique feature of the practicum was the inclusion of the OEO-CAP summer schools of teachers who were not participants in the Institute. The presence of these teachers provided opportunities for participants and Institute staff to test learnings against other professionals in the same classroom situations who were not being exposed to the Institute process. Participants reported that they became more aware of changes which were taking place within them as a result of the Institute by contrasting their views and classroom behavior with those of their non-Institute colleagues.

The ninth, final week of the Institute was devoted to the evaluation of the experience by participants and Institute staff. This was a culminating activity supplementing the weekly evaluations held during the course of the Institute.

Attitudinal testing which had been administered pre-Institute was repeated in this week. The following table demonstrates some attitude shifts from June to August on the part of 45 participants.

INTERVIEWERS' RATINGS OF PARTICIPANTS' INVOLVEMENT REGARDING RACE RELATIONS

(Adapted from Melvin Tumin's Attitudinal Check)

Rating	No. in June	No. in August
Very Distant	0	0
Distant	6	2
Neutral	16	10
Involved	18	23
Very Involved	5	8
Did Not Complete Second Phase	0	2

The battery of tests included three other instruments which reflected comparable shifts in the area measured.

Over the five-day period the participants answered a series of essay questions in which they evaluated the Institute experiences and reported ways in which they intended to change their own behavior. A few of their summary remarks on this aspect include:

> "See children as persons and respect the dignity of each."
>
> "Teach the child; transcend the curriculum."
>
> "Now that I've learned to appreciate his (the disadvantaged child's) dialect, I will help him and let him appreciate it too."
>
> "Give the children, through field trips, experiences they have not had before."
>
> "The most important aim for me is to permit the children to acquire competence, success."
>
> "I must know myself and then be willing to change. This summer has made it possible for me to change my attitudes and goals in teaching. I must continue to grow as a person and permit my students to do the same."
>
> "As Faulkner's hero said in Intruder in the Dust (a movie participants had viewed at the Institute), I hope I'm not 'too cluttered' and full of notions to really listen to the children."

The Director reported that it seemed that many of the participants recognized the importance of the home-school relationship and plan to encourage interaction and re-vitalize parent-teacher conferences. Many indicated that they are eager to devise and use new materials to help each child build a better self-concept.

Of course, the staff stated, it will not be possible to know how many of these plans are put into effect by the participants returning to their own schools until the school year advances. Follow-up on Institute learnings was to be accomplished through the contribution by participants of articles to the Racine Inner-City Council's organ of communication entitled Focus. And finally, all participants plan to meet on Teachers' Institute Day sponsored by Racine Unified District #1. The theme of the discussion will be "Teaching the Disadvantaged Child--A Re-evaluation."

All the participants in the Institute had been teaching in the local schools and all except one, who was moving to New Mexico, planned to continue teaching disadvantaged children in Racine. The median age range of the 45 participants was 30 to 34. There were 17 male and 28 female participants. Twenty-two were single and 23 married. All participants had completed their bachelor's degree. Nine had completed their master's degree. Twenty-three participants taught in schools with enrollments of 100 to 499. Thirty-three participants taught in public schools, and the twelve teachers in parochial schools were nuns. Twenty participants had five years or less teaching experience; 13 had from six to ten years, and 12 had over ten years of experience. Nineteen taught in schools with enrollments of from 500 to 999. Two taught in schools with enrollments over 1500, and one in a school with enrollment of less than 100.

The Director and staff reported they believe that the concentration of local participants allowed maximum fusion of information and attitudes gained during the course of the Institute. The faculty unanimously agreed that there was the maximum possibility for carry-over when two or more persons from a school staff are involved in the Institute experience.

Both the staff and the Director suggested that the Institute might have been strengthened if there had been more Negro participants. However, it was not possible to make selections on this basis.

Some participants suggested that there was more emphasis on race relations than on disadvantagement in the Institute. One stated that she was willing to learn how to teach the disadvantaged but she did not wish to hear so many lectures about race relations. Another point of view was "I would not like to see the only people mentioned as being disadvantaged as being just Negroes. Too much time was spent equating Negro with disadvantaged. There are others." Still another participant suggested more time could have been spent discussing Indian, migrant worker, and Spanish-speaking disadvantaged children's problems. Another gave the opinion that housing, jobs, and employment were not related to education of the disadvantaged *per se* and therefore have no place in the content of the Institute.

Given such a divergence of background information, attitudes, and education of participants the Aware Team observed that the program was particularly well designed to meet the specific needs of those particular participants at that moment in time. Other strengths of the Institute were perceived by the Aware Team as being correlation of content with laboratory experiences on the part of all participants; the dedication of staff to the task of improving the attitudes of teachers toward disadvantaged children; the excellent campus facilities for the instructional program, including library and teaching materials; and the strong support for the total concept of working with disadvantaged children on the part of the College administration and faculty. In support of this last observation, the Team reported that the President of the College and the Dean were strongly committed to having an effective Institute and were willing to provide all necessary resources for the achievement of this goal.

Cognitively, the Institute was seen by the Aware Team to be well organized and well presented. The Team made special mention of the emphasis on Negro history and culture and the emphasis on psychological and sociological aspects of disadvantaged children as being appropriate. The affective aspects of the Institute, particularly the practicum, the Aware Team believed, were outstanding. More difficult to substantiate objectively, but apparent to the Team was the tone of the Institute. The Aware Team reported a general atmosphere of hard work and sincere interest, also of high professional standards originated by the staff and reflected in the actions of the participants.

One possible change proposed by the visiting Team was that participant learning and interaction might be stimulated by the inclusion of participants from other than the immediate local area. However, staff stated that for maximum impact of the Institute the selection of local teachers only was important. There was general agreement that the inclusion of parochial school teachers, the nuns, along with public school teachers helped cut through many of the prejudices and preconceived notions which had existed in both groups. This was evident in large and small group discussions and in close relationships which formed between individuals in both groups.

There seemes to be consensus, not only from those involved in the Institute and the Aware Team, but from community sources, and an observer from the Office of Education that the NDEA Summer Institute at Dominican College along with the OEO-CAP laboratory schools made possible positive changes in the educational opportunities of Racine disadvantaged children. Teachers in 12 public and parochial schools will be approaching at least some aspects of their work with these children differently. Forty-five teachers work with approximately 1,350 children in the course of a year. Through improved education for these 1,350 children, nearly that many families will be indirectly or directly involved representing an estimated 5,550 persons. The community cannot help but become aware of a phenomenon which affects so many of its members, and perhaps will take pride in the cooperation it provided to help the project succeed.

CHAPTER FOUR

THE PROGRAMS AS PERCEIVED BY DEANS OF EDUCATION AND SCHOOL SUPERINTENDENTS

Analysis of Replies to Written Questionnaires

To discover how the preparation of school personnel to work with disadvantaged children and youth is incorporated into pre-service and in-service programs, questionnaires were sent to deans of colleges of teacher education, chairmen of departments of education in institutions of higher learning, and superintendents of selected school systems throughout the country.

The population for the colleges and universities consisted of the member institutions of the American Association for Colleges of Teacher Education. The population for school systems comprised those with a population of 100,000 or more, school systems recommended by state superintendents of instruction in reply to an inquiry from Project Aware about possible respondents, and school systems in communities judged by the National Association of Intergroup Relations officials to have a high proportion of disadvantaged persons in their population.

There were 1,050 questionnaires[1] sent to deans, department chairmen, and superintendents of schools in July, 1965, with a follow-up letter in October of the same year. There was a 35 per cent return from colleges and universites and a 54 per cent return from school systems.

---

[1] See Appendix D for letter of transmittal and Appendix E for questionnaires (Form A) for school systems and Appendix F for questionnaires (Form A) for colleges and universities.

A large proportion of the replies could not be processed since many respondents described programs such as Head Start projects which were designed to serve the disadvantaged directly rather than to prepare school personnel to work with disadvantaged children and youth. Many deans, department chairmen, and superintendents of schools sent materials descriptive of their various approaches to the problem of disadvantaged groups in their communities in lieu of questionnaires so the actual response was greater than the number of questionnaires returned.

School systems and institutions of higher learning were also asked to return a more comprehensive questionnaire for each of the programs specifically designed to prepare school personnel for working with disadvantaged children and youth. Form A covered the total approach, while Form B[2] covered specific programs. Copies of Form B were also sent to the 61 summer institutes for teachers of disadvantaged children and youth operating under Title XI of the National Defense Education Act and to 15 teacher education programs financed under the Economic Opportunity Act. There was a 100 per cent response from the NDEA institutes and a 67 per cent response from the OEO programs,[3] many of which had not started operation when the forms were sent out. Reports on specific programs are contained in Chapter Five.

---

[2] See Appendix G for the questionnaire regarding specific programs (Form B).

The total mailing consisted of 1,127 questionnaires sent to institutions of higher learning, school systems, NDEA summer institutes, and OEO programs. There were 503 questionnaires returned, of which 294 were Form A's describing the total approach of school systems or institutions of higher learning, and 209 were Form B's describing specific programs for the preparation of school personnel to work with the disadvantaged. There was an overall response of 45 per cent. However, many respondents replied to both Forms A and B, indicating that they not only integrated teacher education for work with the disadvantaged into their total curriculum but had also developed specific programs for this purpose alone. In fact, several schools and colleges reported numerous specific programs of this nature--one school system as many as 27. Therefore, the number of questionnaires returned cannot be equated with the number of institutions reporting. The response of 503 questionnaires represents instead the extent of program activities (institutional or specific) reported.

In this chapter the institutional approach by school systems and by institutions of higher learning will be analyzed.

---

[3] In addition to the ten questionnaires returned by directors of OEO-financed teacher education programs, seven directors reported OEO as the main source of funds.

SCHOOL SYSTEMS

There were 101 school systems reporting from 29 states and the District of Columbia. Some replies were received from each of the nine regions into which the country was divided for purposes of this study.

Forty-three school systems reported specific programs, while 44 stated that this type of education was incorporated into their in-service training as a whole. Thirty-one school systems reported plans for programs of this type in 1965-66 and 23 reported such plans for 1966-67. Only six of the 101 school systems reported that they saw no need for such education. In their general statements the school systems reported that 90 specific programs were in operation. Actually, 89 specific programs were spelled out in the four-page questionnaire known as Form B,[4] which are analyzed in Chapter Five.

---

[4] See Appendix G.

Table 1

Total Approach of School Systems by Regions

	Conducted Special Programs for Teachers of Disadvantaged	Incorporated Such Teacher Education into Whole System	Has Plans for Such Programs in 1965-1966	Has Plans for Such Programs in 1966-1967	Sees No Need for Such Teacher Education
New England	2	3	2	1	0
Middle Atlantic	11	14	6	5	2
South Atlantic	6	8	5	3	0
East North Central	7	15	5	4	2
East South Central	2	2	1	2	0
West North Central	4	2	1	1	0
West South Central	3	3	1	1	0
Mountain	2	4	2	2	2
Pacific	6	5	8	4	0
TOTALS	43	56	31	23	6

The way in which the school systems incorporated preparation of school personnel for work with the disadvantaged into the total curriculum was described in 44 of the questionnaires. There were 79 comments as to specific methods of incorporating this type of teacher education.

Table 2

How 44 School Systems Incorporated Teacher Education for Work with the Disadvantaged into their Total Curriculum

	Number of Comments
As part of in-service courses and programs for teachers, counselors, and administrative staff	21
In curriculum bulletins, committees, etc.	11
Through speakers, films, discussion	9
Included in in-service workshops	9
Included in the orientation of new teachers	6
By adding additional, special personnel	5
Other	18
TOTAL	79

Among the 18 items listed above as "other" were inter- and intra-school visitations, demonstration lessons, tutorial centers, encouragement of teachers to attend conferences on teaching the disadvantaged, counseling, and special projects.

Some verbatim reports from respondents reveal the variety of approaches used by school systems and add a note of reality to this recital of activities:

> We object to a general program for the disadvantaged because the term is too vague. Instead we have in-service programs related to better understanding of the emotionally disturbed, the slow learner, the Negro, the new urban dweller, and migrant children. Our school attendance

runs over 95% even in the winter. Attendance in the suburbs does not equal that in the center of the city.

We distributed a one-page information sheet to all elementary teachers each week to give practical suggestions for working with the disadvantaged. The Director of Pupil Personnel Services holds monthly meetings with helping teachers, speech correctionists, school social workers, and school psychologists at which time problems and methods of working with disadvantaged children are discussed.

The problem of teaching the disadvantaged is regularly discussed in our subject and grade level curriculum councils.

Attention is given to providing for individual differences, thereby helping to meet the needs of the deprived, within regular in-service and orientation programs. We have developed an internship program and much of the student teaching is conducted in schools where the children are predominantly deprived.

During the past year 28 projects related to the teaching and understanding of the disadvantaged child were developed.

In 95 schools last year teams of teachers were involved in curriculum modification and program development for primary age disadvantaged children.

A committee was organized to review instructional materials now used to determine whether they accurately describe the contribution of the Negro in the country's development.

We have, among many activities, conducted active research in the classroom to improve language facilities for 'poorly languaged' children in the inner-city schools, used reading specialists to provide diagnostic, remedial motivations and enrich experiences of teachers, put individual pupils on a flexible schedule, developed team teaching, worked with preschool

> parent organizations in the inner-city schools, and paired school staff from disadvantaged and more advantaged areas in six 2-hour staff sessions devoted to the problems of children in the inner-city schools.
>
> City-wide curriculum study committees, special education teacher committees, counselor discussion groups, special services groups, and administrators place the needs of our disadvantaged pupils high on the agenda of priority topics. Changes in text books, courses of study, and teacher and counselor attitudes are some of the many results of meeting this problem head on.

COLLEGES AND UNIVERSITIES

There were 193 colleges and universities reporting from 46 states. Replies came from each of the nine regions. For purposes of brevity the respondents will be referred to as "colleges" rather than as institutions of higher learning--the term covering both colleges and universities.

Sixty-five colleges reported that they conducted specific programs for this purpose while 122 stated that teaching teachers to work with the disadvantaged was incorporated into the entire curriculum. Forty-six colleges reported plans for this type of program in 1965-1966, and 51 colleges had such plans for 1966-67. Only 12 colleges (6 per cent) stated that they saw no need for preparing school personnel to work with the disadvantaged. It is significant that only 6 per cent of both school systems and colleges took this position. However, 26 colleges returned questionnaires which were completely blank with the exception of the name of the institution. Some of these blanks came from every region. Others replied, but their comments were not germane to this study, so they were not processed.

Table 3

Total Approach of Colleges and Universities by Regions

	Conducted Special Programs for Teachers of Disadvantaged	Incorporated Such Teacher Education into Whole System	Has Plans for Such Programs in 1965-1965-1966	Has Plans for Such Programs in 1966-1967	Sees No Need for Such Teacher Education
New England	3	6	4	1	1
Middle Atlantic	14	17	10	5	0
South Atlantic	5	16	4	10	2
East North Central	13	25	6	11	2
East South Central	7	11	8	5	1
West North Central	6	20	3	6	4
West South Central	5	11	4	7	2
Mountain	4	5	2	3	0
Pacific	8	11	5	4	0
TOTALS	65	122	46	51	12

Those who reported incorporating this type of teacher education into the total curriculum stressed courses as a means of so doing, particularly psychology, social anthropology, and methods. Of the 77 references to courses 21 were related to special courses on teaching teachers to work with the disadvantaged.

Table 4

How 122 Colleges and Universities Incorporated Teacher Education for Work with the Disadvantaged into their Total Curriculum

	Number of Comments
Course work	77
Student teaching in special service schools	36
Field trips and school visitation	19
Special projects	14
Seminars and workshops	13
Tutorial programs	10
Community services	6
Special programs, films, lectures	4
Other	6
TOTAL	185

Actual quotations from the replies lend specificity to the outline of activities:

> As an outgrowth of a course in education psychology, approximately 50 students were involved in a tutoring program in a low income

housing project. Each student worked two hours a week for seven weeks.

We offer a special minor in Indian education, including experience in living and teaching among Indians.

Such courses as 'Education across Cultures in the Southwest' and 'Teaching English as a Second Language' are specifically directed toward the teaching of disadvantaged students. 'Early Childhood Education' is becoming more concerned with teacher education for work with the disadvantaged in response to state-wide needs for teacher-training for OEO-sponsored pre-academic classes which have not been in existence before.

The report on our tutorial program for lower-class urban children includes such items as: description of the life-space of the child or adolescent, list of developmental tasks, analysis of self, description of child's value system, statement regarding child's overall adjustment, and analysis of incentives used to motivate child to learn.

All facets, undergraduate and graduate, or our teacher education programs have an urban orientation, with particular emphasis on teaching the disadvantaged. In cooperation with the Board of Education we use the schools in disadvantaged areas as centers of experimentation, research, and training. We operate a curriculum development center for preparation of and experimentation with materials which focus on the urban scene, for use in teacher education.

We try to have each of the students who is preparing to teach do some pre-professional work in social agencies for children in deprived areas.

All beginning students are required to conduct a school-community study and a high percentage of these studies are done in deprived areas. Many departments also require that at least one of the students' two teaching experiences be in a deprived neighborhood.

Two 'feasibility studies' have been completed. One dealt with sending student teachers to work with classes in the inner-city and in a detention home. The other was concerned with conducting educational course work in an inner-city cooperative educational center. Both have been completed and the procedures developed in the former have become a part of the regular program.

Teachers in training have an opportunity to observe group interaction sessions and listen to interplay of opinions among disadvantaged 14- and 15-year olds in a program to rehabilitate delinquent youth. This experience has been evaluated by many students as the most revealing of their current semester.

The college has conducted a five-year value-sharing study for student teachers in slum area schools.

Our student teachers experience relationships with children in social situations such as an orphanage or a neighborhood center. However, we need to do a lot more to help our teachers become competent for work in the inner-city.

There is too much emphasis on problems. There should be more emphasis on solutions.

At present teacher education for work with the disadvantaged is done in an incidental way. We are at the stage of formulating tentative plans for a program in this area.

Our 'Social Foundations' course deals with these problems as do the 'Basic Methods Courses.' We see no need for a full-time program in our institution as yet.

Our student teachers are placed according to their interest. If they are concerned with this area, they are placed, if possible, in one of the Special Service Schools.

We see some real danger in separating this type of preparation from the broader stream of good

> teacher education, in order to ride the crest of a wave of popular and political interest.
>
> We do a poor job in teaching teachers to work with the disadvantaged. The only emphasis this type of teacher receives is in the general discussion of individual differences, individualizing instruction, and motivation of students.
>
> Teachers and administrators have had mass meetings for the last two years on the disadvantaged. Now we are attempting to stop giving any more background and are going to give them specific techniques. . . the 'Do's and Don'ts' of a disadvantaged area.

The range of attitudes expressed by the respondents in both schools and colleges is illustrated by the following contrasting statements: "At times, I suppose, they (our teachers) are subjected to the type of community you describe," and "We believe all will be better teachers for understanding the problems related to teaching children with vast differences in experiential background."

CHAPTER FIVE

SPECIFIC PROGRAMS AS PERCEIVED BY DIRECTORS

There were 209 questionnaires returned by directors of programs specifically designed to prepare school personnel for working with disadvantaged children and youth. This four-page questionnaire[1] (referred to in the previous chapter as Form B) presented check-list questions under the following major headings: (1) Rationale for Program, (2) Organizational Data, (3) Instructional Content, (4) Instructional Process and (5) Evaluation and Follow-up. On the last page space was left for program evaluation by the administrators. These open-ended questions dealt with (1) Main Strengths of the Program, (2) Suggested Changes, (3) Reasons for Changes, and (4) Kinds of Assistance Needed to Improve Program.

The replies were analyzed in terms of simple frequencies and percents. The responses were divided for purposes of comparison into three categories:

	No. of replies
NDEA institutes	61
School systems	89
Colleges and universities	59

There were two categories of respondents where the "N" was deemed too small to treat separately: OEO teacher education programs, and those which were jointly sponsored by a college and a school system. Only ten of the 15 OEO teacher training programs submitted questionnaires. These are categorized under schools or colleges, respectively, depending upon the sponsorship. Seven programs reported that OEO was partially responsible for the financing, while 21 programs reported the use of federal funds other than OEO or NDEA.

---

[1] See Appendix G.

An analysis of the ten OEO questionnaires revealed close correlation with the results of the responses from NDEA directors with the exception of more emphasis upon practical application to the classroom rather than theoretical program components. This discrepancy may well have been due to the fact that many OEO programs were focused on the preparation of teacher aides.

In the 25 programs which were jointly sponsored by colleges and school systems, the chief responsibility appeared to rest with either one or the other of the sponsoring institutions as evidenced by the title of the director, the letter of transmittal, the extent of financial commitment or other indices of prime responsibility. These replies were categorized like the OEO programs as either school-sponsored or college-sponsored programs, depending upon where the chief responsibility appeared to lie.

The total enrollment figures give dramatic evidence of the scope of the programs, nation-wide. More than 23,000 school faculty, staff, student teachers, and teacher-aides were reported as participating in the specific programs, with 9 per cent of the 209 respondents not reporting. The high enrollment was due in large measure to the enormous in-service programs in some of the largie cities. New York City reported thousands of teachers and administrators as participants in their ongoing in-service program geared primarily to the teaching of disadvantaged children and youth.

The geographical distribution is indicated on the accompanying map (p. 213).

RATIONALE FOR PROGRAM

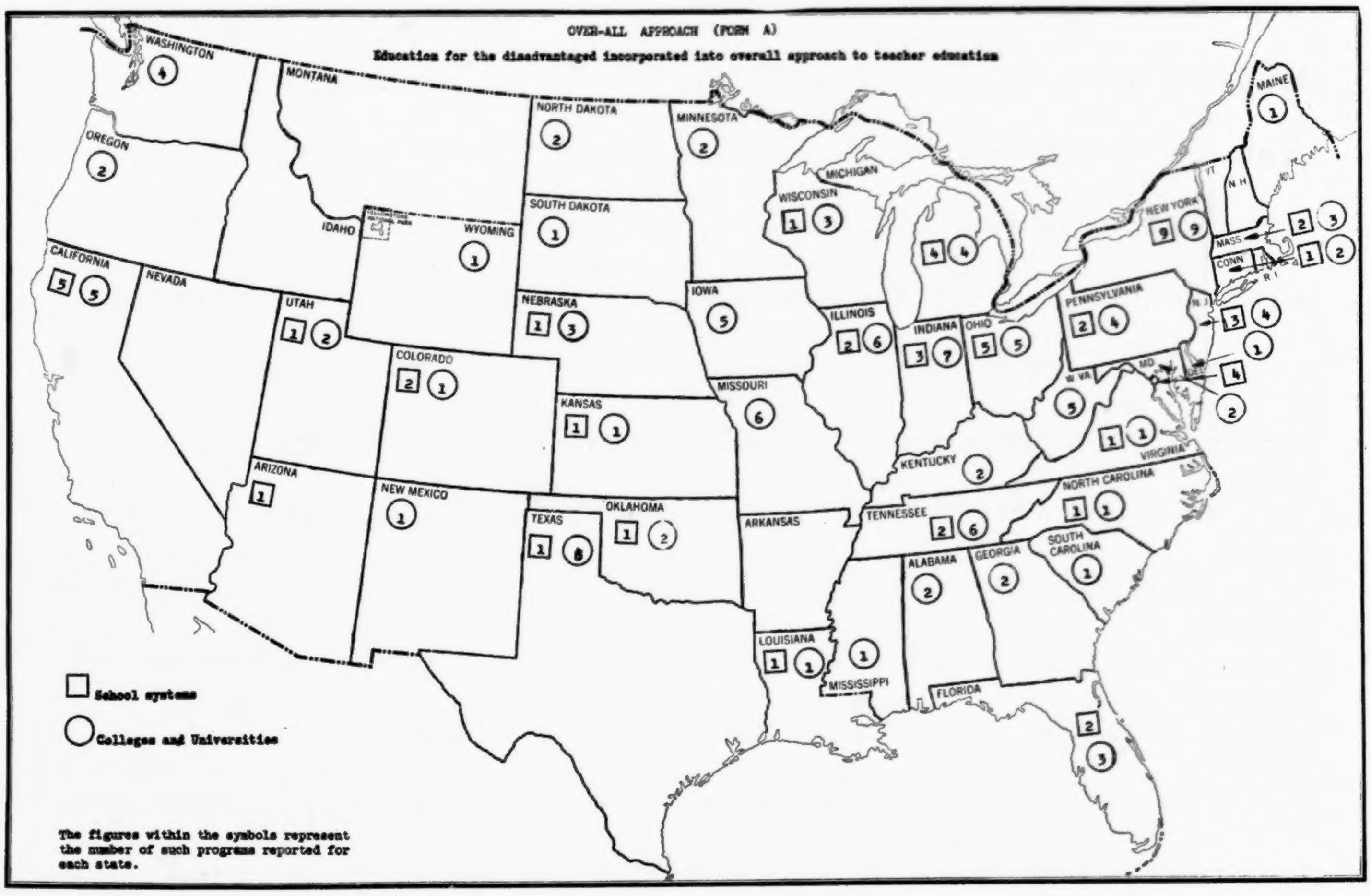
FOCUS

The focus of the program, in terms of the type of disadvantaged groups served, was primarily on Negroes in the inner cities, in all three populations (urban--86 per cent; Negroes--78 per cent). The college programs were more evenly divided between urban and rural settings than were the other groups--42 per cent rural. The colleges also placed relatively higher emphasis on education for teaching children of migratory workers and Indians than did the school systems or NDEA institutes (20 per cent for Indians as opposed to an overall average of 12 per cent, and 17 per cent for migratory workers as opposed to an overall average of 10 per cent). Only in the school systems did a majority of the programs (53 per cent) focus on Spanish-speaking Americans.

Approximately one-third of all the respondents wrote in statements regarding "Other groups served" in the section on "Various Ethnic Groups." When "write-in" comments were numerous, the

OVER-ALL APPROACH (FORM A)

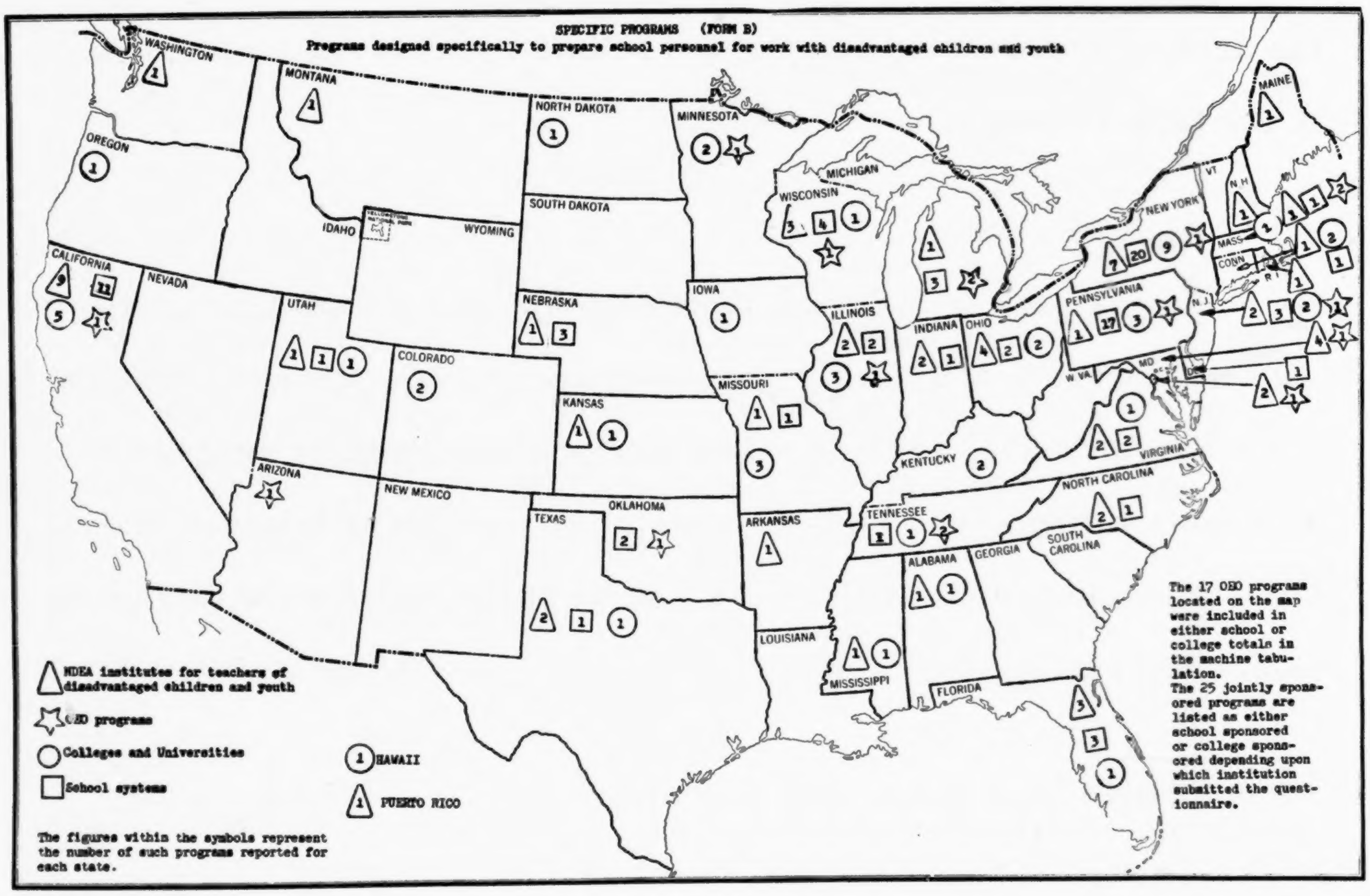
Education for the disadvantaged incorporated into overall approach to teacher education


WASHINGTON 4
MONTANA
NORTH DAKOTA 2
MINNESOTA 2
MAINE 1
OREGON 2
MICHIGAN
WISCONSIN 1 3
VT
N H
IDAHO
WYOMING 1
SOUTH DAKOTA 1
NEW YORK 9 9
MASS 2 3
CALIFORNIA 5 5
NEVADA
4 4
CONN 1 2
R I
UTAH 1 2
NEBRASKA 1 3
IOWA 5
ILLINOIS 2 6
INDIANA 3 7
OHIO 5 5
PENNSYLVANIA 2 4
N J 3 4
1
COLORADO 2 1
MISSOURI 6
MD
DEL 4
W VA 5
2
KANSAS 1 1
1 1
VIRGINIA
KENTUCKY 2
ARIZONA 1
NEW MEXICO 1
TEXAS 1 8
OKLAHOMA 1 2
ARKANSAS
TENNESSEE 2 6
NORTH CAROLINA 1 1
ALABAMA 2
GEORGIA 2
SOUTH CAROLINA 1
LOUISIANA 1 1
1
MISSISSIPPI
FLORIDA 2 3
School systems
Colleges and Universities

The figures within the symbols represent the number of such programs reported for each state.

SPECIFIC PROGRAMS (FORM B)

Programs designed specifically to prepare school personnel for work with disadvantaged children and youth


WASHINGTON 1
MONTANA 1
NORTH DAKOTA 1
MINNESOTA 2 1
MAINE 1
OREGON 1
MICHIGAN
WISCONSIN 3 4 1
1
VT
N H 1
1
1 1 2
SOUTH DAKOTA
IDAHO
WYOMING
NEW YORK
1
MASS
1 2
1
1
7 20 9
1
CONN
R I
CALIFORNIA 9 11
5 1
NEVADA
IOWA 1
3 2
NEBRASKA 1 3
ILLINOIS 2 2
INDIANA 2 1
OHIO 4 2 2
PENNSYLVANIA 1 17 3 1
N J 2 3 2 1
4 1
UTAH 1 1 1
COLORADO 2
3 1
W VA
MD
DEL 1
2 1
1
MISSOURI 1 1
3
KANSAS 1 1
2 2
VIRGINIA
KENTUCKY 2
ARIZONA 1
NEW MEXICO
TEXAS
OKLAHOMA 2 1
ARKANSAS 1
TENNESSEE 1 1 2
NORTH CAROLINA 2 1
GEORGIA
SOUTH CAROLINA
ALABAMA 1 1
2 1 1
LOUISIANA
1 1
MISSISSIPPI
FLORIDA
3 3 1
NDEA institutes for teachers of disadvantaged children and youth
OEO programs
Colleges and Universities
School systems
1 HAWAII
1 PUERTO RICO

The figures within the symbols represent the number of such programs reported for each state.

The 17 OEO programs located on the map were included in either school or college totals in the machine tabulation.
The 25 jointly sponsored programs are listed as either school sponsored or college sponsored depending upon which institution submitted the questionnaire.

respondents apparently believed the alternatives offered in the questionnaire were not adequate. In the section on ethnic groups, they wrote in "Low income Caucasians," which, it was believed by the researchers, had been covered in the first two questions on urban, rural communities characterized by low family income without reference to ethnic factors. However, many respondents apparently wished to state specifically that they were concerned with economically deprived white people, as well as those of other ethnic origin, particularly for the in-service programs in school systems. Approximately half of the directors of school programs wrote in "low income whites" as a special focus of their programs. Only one college reported similarly. This specificity by school systems appeared to reflect a large population of economically deprived persons in the inner-city schools, as a result of the in-migrant movement to the metropolitan areas. The vast majority of the school systems responding were in the larger cities.

PURPOSE

As part of reporting their rationale for the program, respondents were asked to rate objectives listed in the questionnaire on a three-point scale[2] of their relative importance in their programs. The same rating system was used in the categories of Instructional Content and Instructional Process. Most respondents were extremely selective in giving top ratings to only a few of the suggested items. A few, however, indicated top priority to almost every item suggested. The ratings were based on the following legend:

---

[2] The relative importance was indicated by single checking, double checking, or triple checking the item.

1 - applies to program

2 - important in program

3 - key item in program

In view of the different interpretations of the scale, both "Important" and "Key item" ratings had significance (i.e. double checked and triple checked). Also important was the number of "No answer" or blanks for any given item since this revealed the areas of least concern to the respondents.

Two-thirds of the NDEA directors stated that "Attitudinal and Behavioral Change of Enrollees" was a key purpose for their programs; slightly more than half checked "Understanding the Culture and Life Conditions of Various Disadvantaged Groups" as having priority among their objectives; while half of them rated "Development and Improvement of Instructional Skills, Techniques, Materials" as a key purpose.

For schools and colleges approximately one-third of the directors checked the above three purposes as key items. However, there were relatively few blanks for any of these items in any of the groups (less than 15 per cent in all cases.) Therefore, although the intensity of interest varied, there was wide acceptance of these purposes. Only "Research" drew a majority of "No answers" in all populations, with relatively fewer "No Answers" for the Colleges (54 per cent).

"Curriculum Development and Revision" was checked as a key item by only 7 per cent of the NDEA directors and by 12 per cent for the overall average. However, only 29 per cent of the respondents failed to answer this item, revealing that this objective was included in most programs although de-emphasized.

When asked to specify a purpose for their program other than those listed in the questionnaire, 19 per cent of the NDEA directors, 17 per cent of the directors of school programs, and 19 per cent of the directors of college programs wrote in comments. "Development of skills in parent education" was reported as a program objective by one NDEA director, while a school system responded in a similar vein, specifying "Parent-community involvement" as a purpose. Two school systems reported that their programs were aimed at "Increasing the holding power of teachers" and "Giving teachers support as they face new situations." This would seem to indicate an area of increasing concern, i. e. the high rate of turnover of teachers in the inner-city schools and the lack of adequate preparation of teachers for the realities of working in disadvantaged areas.

The majority of the "write-in" comments as to Purposes actually related to Instructional Content or Process. The additional items had already been included by the researchers under what they deemed to be the appropriate categories in the questionnaire, but some respondents repeated them under Purposes because of their programmatic emphasis. An example is the listing of "Assessment of instruments for language ability" as a key objective as well as the checking of "Developing new materials" under Content, by two school systems.

ORGANIZATIONAL DATA

LENGTH AND TIME OF PROGRAM

The number of hours enrollees worked per week followed a bell-shaped curve for the overall average, ranging from less than ten hours a week to 50 and over, with the greatest concentration from 20 to 49 hours per week. The NDEA institutes were unique in the high frequencyof responses falling in the range of 30 to 49 hours per week. The responses from school systems and colleges, on the other hand, were more evenly spread over the whole range.

There were relatively few special programs which ran more than nine weeks. Only one out of every five directors estimated the duration in terms of months, rather than weeks.

All the NDEA institutes were held in the summer of 1965, approximately one-third of the school programs and more than half of the college programs were operative at that time.

Approximately half the schools and colleges indicated that this was an ongoing program of several years' duration. Approximately 40 per cent of both school and college programs indicated a starting date within the last five years, which reveals how this type of teacher education has multiplied in the last few years.

NUMBER AND TYPE OF ENROLLEES

The enrollment figures varied among the three groups. Eighty per cent of the NDEA institutes had from 30 to 70 enrollees, with only one institute over 70, while 39 per cent of the schools and 28 per cent of the colleges reported enrollment over 70.

The total enrollment reported was 23,109 with only 9 per cent of the respondents failing to answer. Extrapolation of this figure provides an estimated 25,395 as the revised total.

The "No answer" rate was higher for the different types of enrollees, so the sum of the parts is less than the whole.

Table 5

	Type of Enrollees	
	Number	Per Cent
Teachers	15,073	73
Administrators	2,157	10
Counselors, Social Workers, Psychologists	604	3
Other School Personnel	2,993	14
	20,827	

The "Other school personnel" referred to above includes instructional supervisors, curriculum coordinators, community co-ordinators, special service teachers (such as home visitors) school nurses, and teaching principals.[1] For the NDEA institutes the proportion of teachers is higher than for the other groups (87 per cent as opposed to 73 per cent). This discrepancy was undoubtedly due to the fact that funds were available under Title XI of the National Defense Education Act, specifically for teacher education. The proportion of administrators for NDEA institutes was only slightly less than the overall average (9 per cent as opposed to 10 per cent), but the proportion of counselors, psychologists, social workers and other school personnel was considerably less for NDEA than the average (4 per cent as opposed to 17 per cent).

---

[1] Some respondents classified these as administrators.

An important implication of the relatively small proportion of administrators in all three groups is that this datum provides an empirical base for the enrollees' frequent comment that follow-up in their own schools would be impeded by the lack of involvement of administrators in the program, and by the consequent lack of understanding, apathy, or outright opposition of the decision-makers within their respective schools. This complaint was frequently expressed in group interviews with enrollees and in their written comments, not only regarding principals and central office administrative staff, but also regarding instructional supervisors in their own schools. A skit prepared by one of the enrollees in an NDEA institute of how he envisioned his reception upon his return to school vividly illustrates this point. He described in the skit how each time he attempted to report to his principal on his institute experience and suggest some innovations for his own school, the principal countered with sarcasm or indifference. The interview ended with the principal's request for a report which was obviously destined for the files.

Three significant additional types of enrollees were reported in the "write-in" comments: student-teachers, assistant teachers, and teacher-aides.

CRITERIA FOR SELECTION OF ENROLLEES

The NDEA institutes gave less weight to academic record as a criterion for selection than to such items as "Experience with the disadvantaged," "Appointment to work with the disadvantaged," "Apparent commitment to goals of program," and "Superior's recommendation," all of which were checked by more than 80 per cent of the NDEA directors. Colleges gave high priority to "Commitment," while schools stressed "Appointment to work with the disadvantaged," "Commitment" and "Superior's recommendation." More than a third of all three groups listed other criteria which did not follow any particular pattern.

Other criteria for eligibility were reported in the write-in comments by 14 school systems but by only four NDEA institutes and colleges. There was wide variance in these additional criteria, including such items as "Minimum of three years' experience," "Assignment to work in desegregated schools[2] in the fall of 1966," and "Demonstrated potential for changing others." Geographic limitations were indicated as criteria by some respondents. Five programs (four in colleges and one in a school system) stated as their principal criterion that the enrollees must be volunteers, an indication of the increasing interest in developing adjunctive staff from a new source of multi-skilled personnel. Three directors reported that preference was given to teams from the same school--a practice lauded by enrollees, directors, and Aware Teams alike in other sections of this report.

---

[2] In southern cities, where school systems had just been desegregated.

SELECTION PROCEDURES

Application forms and references were the principal procedure used in selecting enrollees for the NDEA institutes, while nearly half of the directors reported using essays as a method of evaluating applicants. Only 17 per cent used interviews. The colleges also stressed application forms, but there was not one of the items suggested in the questionnaire checked by a majority of the school systems checked. In both schools and colleges approximately one-third of the respondents reported other methods.

"Write-in" comments by school systems included procedures such as: "Expressions of interest by teachers" and "Observation of applicants teaching a class." Four college programs utilized testing as another selection procedure.

FULL-TIME PROFESSIONAL STAFF

The full-time staff for the 209 programs was reported as 1,952 with 76 per cent of the programs reporting. Extrapolation of this figure provided an estimated total of 2,569. Dividing this figure into the extrapolated total enrollment of 25,395 provides an estimated

1:10 for the ratio, a very rough approximation of full-time staff to enrollees.

The school systems accounted for 70 per cent of the full-time staff members reported: 1,371 out of 1,952. The scope of the school programs in the larger cities was extremely broad.

CREDIT FOR COMPLETION OF PROGRAM

In NDEA institutes and colleges, credit was given for completion of the program in almost every instance (NDEA 93 per cent, colleges 80 per cent). However, the NDEA institutes reported a larger proportion of graduate students than did the colleges and universities. A frequent "write-in" comment for the NDEA programs was: "All participants have a bachelor's degree; many have their master's already."

In the school systems less than a third of the programs reported giving credit. Of these, the major portion (27 per cent) reported granting credit toward a salary increment. However, only 10 per cent of the school systems granted credit toward a degree and 27 per cent of them gave credit toward a salary increment for completion of the program.

FINANCING

The total expenditures reported, with only 68 per cent of the 209 programs reporting, was $19,544,463. Extrapolation of this figure provides an estimated combined budget of $28,742,000. Dividing this figure by the extrapolated enrollment total of 25,395, a very rough approximation of the per capita cost was computed--$1,131. Since the programs varied in length from one week to more than 20 months, the per capita cost was further obscured. The NDEA institute estimate of $100 per week per participant is perhaps a more accurate figure. (See Appendix J.)

TRAINING FOR SUB-PROFESSIONALS

Relatively few of the NDEA institutes and college programs included training of sub-professionals to work with the disadvantaged (9 per cent and 17 per cent respectively). However, a substantial proportion of the school programs included such training (42 per cent). This reveals the gap between the operational needs at the school level and the development of training resources to meet these needs. As the para-profession of teacher-aides demonstrates its practical values, both educational and economic, the response of teacher educators may be accelerated.

Of the 37 school systems reporting that they trained teacher aides, 24 expanded this statement giving data on the function, type of trainees and/or methods of training. The latter included pre-service orientation, in-service training by supervisory personnel, and training by enrollees in some programs for teachers of disadvantaged youth. A few indicated that the in-service training was under the guidance of the principal. One school system reported covering such topics as: attitudes, channels of authority and knowledge of the community in its orientation.

The types of trainees included high school and college students, parents, volunteers and drop-outs.

The functions were varied and many of them, such as "listening aides" offered new concepts of the teacher-aide role. The reported functions ranged from simple clerical tasks to assisting the teacher in the classroom. The simple clerical tasks included such functions as: use of duplicating equipment, posting notices on bulletin boards, taking attendance and the like. The next step up this new career ladder appeared to be the preparation of art materials, assistance in audio-visual equipment routines, and library assistance. The final step, reported or implied by several respondents appeared to be assisting the teacher in the classroom and working with individual children under the teacher's supervision. A two-year course in child-development was offered by one junior college to enable graduates to assist teachers in nursery schools for those who are mentally retarded or socially maladjusted.

COOPERATION WITH OEO PROGRAMS

The wide variance and high frequency of "write-in" comments in reply to this question reflect the broad scope of the involvement of educational leadership in the programs financed by OEO.

NDEA institutes reported most frequently on cooperating with Head Start programs: ten sent participants for regular observations, eight organized sporadic field visits, and four provided consultative services. NDEA institutes also worked closely with local Job

Corps, Neighborhood Youth Corps, and other Community Action Programs (CAP), such as parent education preschool classes and special enrichment programs in local summer schools. The following direct quotations give more specificity to the cooperation of NDEA institutes.

> We worked in special summer classes for disadvantaged youth, conducted by schools and financed by OEO. Thirty-three participants taught as many classes, out of the 60 classes financed under CAP.
>
> The Institute cooperated with a demonstration field project for 60 disadvantaged youths who received remedial and compensatory work before going into teacher education with the disadvantaged.
>
> The institute established four reading centers in connection with the local CAP.
>
> Teachers enrolled in the institute are required to contact their local Economic Opportunity programs and develop plans for cooperative action next year.

The school in-service programs reported OEO cooperation which was similar in kind but greater in extent: 32 schools cooperated with Head Start programs, 32 with Neighborhood Youth Corps, 13 with the Job Corps, and 13 with other Community Action Programs, such as a migrant education program, a public health program, a program for parents in a neighborhood planning corporation, and a literacy program, while three cooperated with VISTA.

The colleges and universities, for the most part, provided trained personnel for teaching, consultative services, testing services, and teacher education, rather than direct participation in the OEO programs. One college reported that it had trained as many as 251 teachers for Head Start work during the summer, while two colleges supplied 'work-study' students as teacher-aides in OEO programs, where they work 15 hours a week.

INSTRUCTIONAL CONTENT

In the section on "Understanding Disadvantaged Children and Youth," nine content areas were suggested and all but one appeared to be included, with varying degrees of intensity, in the curricula. The "No answers" were minimal--10 per cent or less in most instances, except for the item "Life conditions of economically deprived the world over," which evoked response in only 30 per cent of the programs. Only one per cent of the school programs gave it top priority in program emphasis--i. e. triple checked, meaning "key items."

The terms "single checked," "double checked," and "triple checked" will be used frequently to indicate the relative program emphasis given to each item on a three-point scale because these terms are more precise than the characterization of each gradation in the scale, i. e. single checked--"applies to program," double checked--"important in program," triple checked--"key item in program."

Only for the NDEA institutes were any of the items in this category triple checked by the majority of the respondents. These key items were:

Table 6

Key Items for Understanding

Suggested Content Area	Per cent of NDEA directors who triple checked item
How accepting or rejecting attitudes of teachers, often at unconscious level, may affect motivation and learning of children and youth	71
How environmental conditioning may effect:	
Communication skills	66
Self-image	58
Culture and tradition of disadvantaged groups with which majority of the enrollees will be working	55

Three other items were triple checked by the majority of NDEA directors, but were given top priority by less than 30 per cent of the other groups. These items fell under other content areas but each had a powerful component of understanding.

Table 7

Key Items with Component of Understanding

Suggested Content Area	N=61 Per cent of NDEA directors who triple checked item
The need for understanding self as essential to understanding and relating to others	57
Emphasis upon discovery by children through experiments and problem solving as opposed to being told	56
Attention to individual growth patterns	53

It is striking that not one of the items which were triple checked by a majority of the NDEA directors fell under the categories of "Instructional Techniques," "Instructional Materials," or "Special Subject Matter Enrollees Are Being Prepared to Teach." The difference in emphasis upon basic understandings and the practical application of these understandings to the classroom is revealed more clearly when the scores for "Important" (double checked) and "Key Items" (triple checked) are combined. The adjoining chart (p. 229) indicates whether any importance was attached to the suggested content area, without differentiating the degree of stress.

The questions start with theoretical content areas and become more specific in terms of preparation for classroom performance as they progress. The chart presents in graphic form the fact that the more specific the items became in terms of actual teaching behavior, the less frequently these items were double-checked or triple-checked to indicate programmatic emphasis.

The actual combined scores for "key items" (triple checked) and "important items" (double checked) for Instructional Content are presented in Appendix L. Outstanding is the response by NDEA directors to two of the content areas in the checklist, both of which were items of program emphasis in more than 90 per cent of the NDEA Summer Institutes.

Chart 1.

RELATIVE EMPHASIS ON AREAS OF INSTRUCTIONAL CONTENT	% of respondents who judged items important N 61	 S 89	 C 59	 A 209
A. UNDERSTANDING DISADVANTAGED CHILDREN AND YOUTH				
1a. Culture and traditions of the disadvantaged				
1b. " " " of those with whom enrollees work.	■	▨	▨	▨
2a. Life conditions of the poor the world over				
2b. " " of those with whom enrollees work	▨		▨	▨
3a. How environment may affect hopes and expectations.	■	▨		▨
3b. " " " " self-image	■	▨	▨	▨
3c. " " " " communication skills	■	▨	▨	■
3d. " " " " behavior patterns	■	▨	▨	
4. How teachers' attitudes affect learning	■	▨	▨	■
B. SITUATIONAL FACTORS OF CONCERN TO TEACHERS				
1. Family life	■		▨	▨
2. Peer groups	▨			
3. Social stratification	▨		▨	
4. Community organization	▨			
5. School community relations	■			▨
6. Group process	▨			
7. Analysis of social conflict				
8. Youth in an era of technological change				
C. PROFESSIONAL COMPETENCE OF TEACHERS				
1. Need for self-understanding to relate to others	■		▨	▨
2. Need for ego strength to deal with agression	▨			
3. Self insights into satisfactions from teaching				
D. CONCEPTUAL FRAMEWORK (TEACHING STRATEGIES)				
1. The interests-and-needs approach	▨	▨	▨	▨
2. The evolving curriculum day by day	▨			
3. Strategies for developing democratic values	▨		▨	▨
4. " " bringing about behavior changes	▨		▨	▨
5. Use of symbolism in instructional materials				
6. The "discovery approach"	■		▨	▨
7. Attention to individual growth patterns	■		▨	▨
8. Concept that every teacher is a counselor				
E. INSTRUCTIONAL TECHNIQUES (SPECIFIC METHODS)				
1. Team teaching				
2. Teacher-pupil planning and evaluation				
3. Establishing the work climate	▨			
4. Field trips	▨			
5. Project-centered learning				
6. Committee activity and special assignments				
7. Discussion techniques	▨			▨
8. Programmed teaching				
9. Role playing				
10. Structured and dramatic presentations				
11. Films, television, and other media	▨			
F. INSTRUCTIONAL MATERIALS (TESTING AND DEVELOPMENT)				
1. Testing existing materials				
2. Developing new materials				
G. SUBJECT MATTER ENROLLEES WILL TEACH				
1. Reading				
2. English as a foreign language				
3. Modern foreign languages				
4. Social studies				
5. Science				
6. Mathematics				
7. Geography				
8. Educational media				

▨ =50% to 74%   N = NDEA institutes   C = colleges & universities
■ =75% or over   S = school systems   A = overall average

Table 8

Items Judged Important by More Than 90 Per Cent of NDEA Institutes

Suggested Content Area	N=61 Per cent of NDEA directors who double checked or triple checked items
How environmental conditioning may affect communication skills	98
How accepting or rejecting attitudes of teachers, often at unconscious level, may affect motivation and learning of children and youth	94

The ten OEO teacher education projects tended to follow the same general pattern as the NDEA institutes, while both the school and college programs fell far below in frequency of response. Not one of the suggested content areas was deemed important in these two populations by 75 per cent or more of the directors. This discrepancy may be evidence of the sense of direction in the NDEA institutes imparted by the conceptual framework of the guidelines prepared by the U. S. Office of Education. Another contributing factor might be that the intensity of the experience in a summer institute provided an opportunity for more concentration on important content areas than the diffuse approach in the pre-service and in-service programs conducted in school systems and institutions of higher learning.

However, even in the NDEA institutes, with their careful preplanning and intense concentration on their stated goals, the hierarchy of values indicated for Instructional Content was inconsistent with the expressed intent of the respondents. Both "Improvement of instructional skills, techniques and materials" and "Understanding the culture and life conditions of disadvantaged groups" had been triple checked by more than half of the NDEA directors as key objectives for their programs. However, when asked how they planned to undergird these two basic purposes through instructional content, the response regarding implementation of the former (Improvement of skills, techniques and materials) was meagre, while the response to the latter was overwhelming.

A number of causal factors may have been operative. First, the time pressures of a six to eight-week program were intense. Second, many directors held firmly to the philosophy that teachers who have the necessary insights and empathy will find a way to translate these insights into their day-to-day operation in terms of their own teaching styles. Additionally, it may well be assumed that the discrepancy between intent and implementation stemmed in large measure from the vast, wide range of resources which the disciplines of anthropology, sociology and psychology provide; lectures, literature and research--a conceptual framework for teaching the disadvantaged which is readily available--and the minimal resources as yet developed in regard to specific teaching strategies, practices and materials which pertain to work with the disadvantaged.

In summary, although the majority of the respondents saw the facilitation of teaching behavior as a major goal in preparing school personnel to work with the disadvantaged, when asked how they planned to implement this goal in terms of content, the response fell far below the half-way mark. This discrepancy seems to point to the need for more conceptualization, experimentation, research, and development of materials in the area of practical classroom performances by teachers of the disadvantaged.

The per cent of "write-in" comments which were checked as either "key items" or "important items" for Instructional Content was relatively low, ranging from four per cent to six per cent for the various categories. It therefore appears that the inadequacy of suggested alternatives in the questionnaire was not a limiting factor in the response to Instructional Content.[3]

Though relatively infrequent, some of the "write-in" comments in these areas had idiosyncratic significance. "Understanding Disadvantaged Children and Youth" elicited some interesting "write-in" comments, such as:

—Relationship between measured IQ and real ability.

—Techniques and resources in human relations.

—Need for inclusion in 'mainstream'.

—Urban ecology, psychology of speech, thought and language.

—Understanding of concept 'culture'.

—Vocational development.

—Offering recreational and dramatic experiences to understand why and how these children express themselves.

Several NDEA directors wrote in "Special problems relating to civil rights, desegregation" as an important content area under

---

[3] See Appendix L for complete scores.

Situational Factors. "Information about social agencies working with the disadvantaged" was also mentioned, and one NDEA director listed "Problems faced by enrollee in effecting change in the local schools" as an item of import among situational factors covered in the institute's content.

Under the heading, "Professional Competence of Teachers," additional content areas mentioned were: "Analysis of the teaching process," "Sophistication re: testing," "Educational diagnosis," "Understanding class structure," and "Ability to relate to the culture level of a particular child." "The need for professionalization of the teacher role" and "Adaptable role models" were mentioned as key items, as was "The role of the teacher as an agent-for-change among her colleagues."

Also imaginative were the enlargements upon the items listed in the questionnaire under Conceptual Framework. Inductive as well as analytical thinking were mentioned, such as: "Teaching methods which emphasize individuality and informality and which aim to enhance teacher-child relationship" was the "write-in comment of the director of an OEO program for training teacher-aides.

Additional Instructional Techniques reported were: "Ungraded classes," "Small, flexible grouping," "Tutoring," and "Use of the Montessori approach."

Many of these teaching strategies, such as those listed for checking in the questionnaire, were valuable for the learning-teaching process in general, but were seen as extraordinarily important in working with disadvantaged children and youth.

The "write-in" comments for Instructional Materials gave specificity in terms of the application of materials to work with disadvantaged children, citing such illustrative materials as:

Picture files to develop pride in racial and ethnic heritage.

Educational Improvement Brochure

Multi-Culture readers

Manipulative materials

Under Subject Matter Enrollees are Being Prepared to Teach, the most frequently mentioned "write-in" item was "Language Arts." In all three populations the enrichment and development of both written and oral English were stressed. Also mentioned were "Physical Education," "Fine Arts," "Music," "English Literature," and "Negro History."

Major Content Areas, other than those suggested in the questionnaire included, "The Role of the Sub-Professional in the School," "Career Development," and "The Impact of the Urban Community on Education." Most frequently mentioned were items related to the behavioral sciences.

INSTRUCTIONAL PROCESS

Nineteen specific procedures were listed in the questionnaire to be checked, double checked or triple checked in terms of relative program emphasis. Only two items were triple checked by the majority of NDEA directors only.

Table 9

Procedures Judged as Key Items by NDEA Directors

Item	Per cent of respondents who triple checked items
Small group discussion	54
Lectures by Program faculty	53

There were 13 of the 19 listed procedures to which one or more of the populations responded with over 50 per cent blanks, indicating no activity in this area--a much lower response than in Instructional Content. However, only 16 per cent reported procedures other than those listed of which only 4 per cent were triple checked (key items). Hence the lack of response was not due to the inadequacy of the alternatives suggested. Most frequent among the additional items or "write-in" comments were: "Demonstration teaching" and "Laboratory-Clinic."

All 13 items which drew more than 50 per cent blanks were so rated by school systems, but only four of them were so rated by NDEA institutes and seven by colleges. The procedures which most of the respondents did not use in their programs are presented below in descending order of frequency in relation to school systems.

Table 10

Procedures Listed in Questionnaire which Drew 50 Per Cent or More Blanks in School Systems

Item	N=61 NDEA	N=89 Schools	N=59 Colleges	N=209 Average
	Per cent of "No Answers"			
Scheduled study time	61	75	73	75
T-groups for self-awareness	72	79	78	77
Free time for socializing and recreation	19	76	54	54
Preparation of papers	22	76	42	51
Preparation of daily log	64	76	66	70
Practicum (closely supervised teaching or counseling)	43	74	46	58
Field experience in teaching	35	73	47	55
Field experience with involvement in community affairs	42	66	49	55
Group counseling sessions	47	63	56	57
Research	59	63	51	58
Case studies	28	59	39	47
Home visits	40	57	59	53
Reports of reading	29	52	34	40

Analysis of the combined scores for the items that were double checked or triple checked reveals that the procedures most frequently employed by all populations were: "Discussion" (both small group and general) and "Lectures by Program faculty." Only for the NDEA institutes were four other items judged important by the majority of the directors: "Field trips for observation of the community," "Field experience in teaching," "Practicum," and "Individual conferences." The ten OEO programs also stressed field experience and individual conferences.

It is apparent from the following tabulation that while the intensive summer programs placed more emphasis on experiential learning and individual work with the participants, these approaches were utilized to some degree in all populations. It is significant that the only procedure deemed important in the majority of the school in-service programs was "Small group discussion," which may be the result of the limited time available.

Chart 2 which is arranged in descending order of frequency based on replies from NDEA Institutes presents the relative emphases in more graphic form.

The "write-in" comments for Instructional Process dealt largely with techniques which would facilitate communication and interaction among staff and enrollees.

Table 11

Relative Importance of Procedures

Procedures as Listed in Questionnaire	Per cent of respondents who double-checked or triple-checked items			
	N=61 NDEA	N=89 Schools	N=59 Colleges	N=209 Average
Lectures by visitors	76	23	44	45
Lectures by Program faculty	80	29	54	51
General discussion	73	45	63	58
Small group discussion	87	57	68	68
Group counselling sessions	25	19	10	18
T-group for self-awareness	18	6	10	11
Field trips for observation of community	65	26	41	41
Field experience with involvement in community	45	16	27	27
Field experience in teaching	52	12	36	31
Practicum (closely supervised teaching and/or counselling)	52	19	44	35
Home visits	44	22	17	26
Case studies	35	17	17	22
Research	18	10	20	16
Reports of reading	40	18	22	26
Preparation of papers	41	9	29	24
Preparation of daily log	22	7	15	13
Individual conferences	50	25	49	39
Scheduled study time	17	1	7	7
Free time for socializing and recreation	35	1	15	15
Other	8	1	12	6

Chart 2.

RELATIVE EMPHASIS ON SPECIFIC PROCEDURES IN INSTRUCTIONAL PROCESS IN REPLIES TO QUESTIONNAIRES

	N=61 NIEA	N=89 School	N=59 College	N=209 Overall Average
Small group discussion....................	■	▨	▨	▨
Lectures by program faculty..............	■		▨	▨
Lectures by visitors.....................	■			
General discussion.......................	▨		▨	▨
Field trips for observation in community..	▨			
Feild practice in teaching...............	▨			
Practicum (closely supervised teaching and/or counseling).......................	▨			
Individual conferences...................	▨			
Field trips with involvement in community.				
Home visits..............................				
Preparation of papers....................				
Reports of reading.......................				
Free time for socializing and recreation..				
Case studies.............................				
Group counseling sessions................				
Preparation of daily log.................				
T-groups for self-awareness..............				
Research.................................				
Scheduled study time.....................				
Other....................................				

Order listed in descending frequency as reported by NIEA Institutes

■ 75% and over ▨ 50% to 74%

METHODS OF PROGRAM EVALUATION USED

FEEDBACK FROM ENROLLEES DURING PROGRAM

There was overwhelming response to the importance of "feedback" in the development of program, with positive scores ranging from 82 per cent for school programs to 94 per cent for NDEA institutes, and an overall average of 87 per cent. Both written "feedback" and discussion were utilized by the vast majority and faculty was present at these discussions in most cases.

There was a tremendous response to the request for specificity as to what, in fact, was changed as a result of feedback. In almost every instance some specific change resulted. The most frequently-mentioned change was with respect to scheduling, which included both pace and hourly schedule. Many reported changes in program, field work and assignments. A few respondents stated that there was a change in the focus and the total approach. In some instances new staff was added, such as the addition of school personnel to a staff consisting entirely of professors of education, or the addition of staff resulting in an integrated faculty. Changes in overall planning, administration, budget, and enrollee selection were also mentioned. Improvement in staff-enrollee relations and in school-parent-community relations was attributed to "feedback" by school systems. Increased integration of cognitive and affective aspects of the program was reported as a result of "feedback," as well.

EVALUATION BY PROFESSIONAL STAFF

Staff evaluation was seen as important in program development by more directors than was "feedback." It was deemed important by as many as 99 per cent of the NDEA directors. The emphasis was on staff meetings rather than written evaluation by staff. The specific changes resulting from staff evaluation were similar in kind, but not as numerous as those reported in response to enrollee feedback.

PLAN FOR FOLLOW-UP WITH ENROLLEES AFTER PROGRAM

Approximately two-thirds of the directors in all three populations reported plans for follow-up by personal contact. However, there was a decided difference between NDEA institutes and the other programs with respect to follow-up through letters or questionnaires. Seventy-seven per cent of the NDEA directors planned to use this method while less than half of the colleges and only one-third of the school systems had such plans. On the other hand class visitations were planned by more than half the school systems and only an approximate one-third of the other populations. Group reunions did not receive a positive response from the majority of any of the three groups, with the highest scores for NDEA directors (46 per cent).

Other plans for follow-up included:

Bulletin or Newsletter by participants,

Chain letters,

Diaries or logs kept by participants upon return to school,

Meetings with administrators,

Seminars of participants with their colleagues (non-participant),

Released time for workshops and conferences,

Pre- and post-testing including class-room tapes,

Formation of a permanent organization for participants,

Inter-visitation,

Use of participants for in-service training faculty in their schools,

Neighborhood meetings,

Conferences with Institute director during year,

Annual weekend retreat,

More advanced courses to be taken by participants,

Evaluation by principals, supervisors,

Permanent school-college council.

There was high consensus (over two-thirds for all groups) that follow-up was important for future program development. The relatively high proportion of "write-in" comments, ranging from 10 per cent in school programs to 20% for college programs, attests to the variance in approach.

EVALUATION OF PROGRAMS BY ADMINISTRATORS

REPLIES TO OPEN-ENDED QUESTIONS

The imaginative quality of many programs is evident in the diversity and originality of the responses to the open-ended questions.

There were two evaluative questions requested regarding strengths and weaknesses of the programs as perceived by directors. The latter was indicated by the changes they would like to make if they were starting again.

There were also two questions dealing with the optimum situation, if time, money, and staff were available. One of these was related to the optimum method of evaluation--an aspect which did not seem to be adequately developed in most programs. The other dealt with kinds and sources of assistance needed to improve their programs. The answers to the question on the optimum situation were, in effect, recommendations, so they are reported in Chapter Seven on Recommendations.

MAIN STRENGTHS OF PROGRAMS

The strengths are presented first in broad categories and then in more detail with the per cents figured on the basis of category totals. In every case the items are presented in descending order based on frequency of response from NDEA directors. The per cents for the other populations are therefore not arranged quantitatively but rather to conform to the NDEA scores. The N is based on the number of comments, not the number of respondents. It is apparent from Table 12 that "Understandings Gained" is rated higher than "Improvement of Teacher Behavior" by approximately 4 to 1 in the Strengths perceived by NDEA directors, approximately 3 to 1 by directors of school programs, and approximately 2 to 1 by directors of college programs.

Table 12

Strengths of Programs as Perceived by Directors

	Per cent of comments as related to each area of strength			
	N=287 NDEA	N=265 Schools	N=138 Colleges	N=699 Average
Understandings gained by enrollees	37	47	39	41
Process employed	28	19	26	24
Pre-planning	21	14	17	15
Improvement of enrollees teaching strategies/ methods/use of materials	9	17	15	13
Operation of program	5	3	3	3

When per cents are computed within each category, some significant differences are evident. Within each area of strength, the variance is one of kind, not merely of degree, as can be seen from the following analysis, category by category of strengths perceived by directors.

Table 13

Understandings Gained by Enrollees

Category N's[4]	Per cent of comments regarding each specific strength N=107 NDEA	 N=125 Schools	 N=53 Colleges	 N=285 Average
Better understanding of community/home/parents	30	21	17	24
Understanding values/culture/life conditions of the disadvantaged	26	25	38	28
Self-understanding by enrollees/increased commitment	21	33	32	28
Attitudinal change of enrollees toward disadvantaged children	12	21	13	16
Understanding the need for balance of theory and practice	11	-	-	4

The relative importance of relationships with home and parents in the NDEA institutes as opposed to the other populations is evident in the hierarchy of "Understandings Gained."

---

[4] Per cents are based on category, not total number of comments, and arranged in descending order of frequency, in relation to NDEA institutes.

Table 14

Process Employed

Category N's	Per cent of comments as related to each area of strength N=79 NDEA	N=50 Schools	N=36 Colleges	N=165 Average
Practicum/field experience in teaching	36	24	53	36
Discussion in small groups	16	30	22	22
Demonstration by/observation of master teachers	15	6	-	9
Qualities of instruction: unity, diversity, flexibility/interesting assignments	14	-	-	7
Lectures	11	10	19	13
Social activities	5	-	-	2
Case studies	3	-	-	1
Improved guidance/supervision	-	30	6	10

Both NDEA institutes and colleges rated "Practicum" as highest among the procedures employed. Colleges entered this component of process most frequently. The school directors, on the other hand, believed that "Discussion in small groups" was one of the most effective processes used. In school systems, which is in and of itself a kind of practicum in which to experiment with new ideas and strategies, field experience in teaching was not required. The fact that "Improved supervision and guidance" received the same top rating as "Discussion in small groups" in school systems may indicate that the directors believed that the crucial aspect of the practicum--sensitive, creative supervision--was being fostered within the school situation itself. The absence of any reference to improved supervision in the NDEA institutes may be related to the low proportion of administrators among the enrollees.

A comparison of the responses to the checklist of possible procedures and the program strengths in the evaluation by NDEA is revealing. "Practicum" is the sixth item in order of importance in the checklist for program emphasis,[5] while it had the highest score for the main strength of the program. It would appear that even in cases where lectures, discussions and field trips to community were deemed more important in the planning, the experiential learnings in the practicum proved to be the principal strength, as the program developed. The same comparison is observable for the college programs in lesser degree. The practicum was fourth in programmatic emphasis and first in perceived strengths, in the minds of the directors of college programs.

---

[5] See Table 11, p. 238.

Table 15

Pre-Planning

Category N's	Per cent of comments as related to each area of strength N=61 NDEA	 N=38 Schools	 N=21 Colleges	 N=120 Average
Selection of staff	36	16	19	27
Selection of enrollees	28	50	38	37
Planning/focus/goals	15	-	-	7
Facilities	13	5	10	10
Compensation for enrollees	-	3	-	1
Other	8	26	33	18

To most NDEA directors the selection of staff of high calibre was the major strength, while wise selection of participants was the key to strong programming in the other two populations. A possible explanation of this discrepancy is that the school systems and colleges used existing staff, for the most part, who were presumed to be highly competent, so that the participants constituted the unique and all-important factor for them, while the NDEA institutes started de novo, and hence the quality of the professional staff was a major consideration.

Table 16

Improvement of Enrollees' Knowledge and Use of Teaching Strategies/Methods/Materials

	Per cent of comments as related to each area of strength			
Category N's	N=27 NDEA	N=46 Schools	N=24 Colleges	N=107 Averag
Teaching strategies such as clinical diagnosis of pupils' needs/use of inductive approach	33	2	37	18
Use of instructional resources/materials	33	30	17	4
Curriculum development	19	46	29	31
Teaching of communication skills	15	22	17	18

Both "Teaching strategies" and "Use of instructional materials" stand out among the NDEA directors' perception of program strengths in this area. However, for the directors of school programs, "Curriculum development" was seen as the major strength in terms of practical application of insights to teaching performance. For the colleges, too, "Curriculum development" was de-emphasized both in the planning and in the evaluation of program strengths by NDEA directors.

Table 17

Operation of Program

Category N's	Per cent of comments as related to each area of strength N=13 NDEA	N=6 Schools	N=4 Colleges	N=23 Average
Staff-enrollee relationships	85	-	-	48
Evaluation/follow-up	15	50	25	26
Organization/administration	-	50	75	26

A clear difference among the three populations is discernible in this category, although the small size of the "N" minimizes the significance of the findings. To NDEA directors, "Staff-enrollee relationships" was a major strength, to directors of school in-service programs, "Evaluation/follow-up" and "Organization/administration" appeared of equal strength, while 40 directors of college programs saw "Organization/administration" as the main programmatic strength.

ILLUSTRATIVE QUOTES ON STRENGTHS

For illustration, three complete replies to the question on Strengths are quoted below--one from an NDEA director; and one from the director of a teacher-intern program, which was sponsored by a university, with the close cooperation of the local school system; and one from the director of an OEO financed program for training teacher-aides.

Question: What do you see as the main strengths of your program?

Reply #1: From the director of an NDEA institute.

The depth of the content rather than the scope. Sound theoretical background establishing emphasis on differentiation and specificity. Developing a theme or content through lecture, trip, movie, demonstration.

The reality of the work done by enrollees in the field teaching experience (Practicum). The design of the Field Supervision made this possible; also the training and experience of the supervisors, who were competent and theoretically oriented preschool teachers, were right for these enrollees. Such supervisors could enable the enrollees to do.

The integrating process which was built-in in many ways.

The timing of lectures by outside consultants--the enrollees were ready for and could immediately consider or use their contributions.

The intensity of involvement which built steadily.

The use students made of the reading room, and the journal reading material made available.

The daily written statements and questions of the participants, which were really used by supervisors.

The honesty of the "real-dealing" with real problems in demonstration centers, considering real problems of participants, and allowing enrollees to analyze the performance of our own staff in demonstrations.

The positive interaction in the total program, including direct work with children and involvement of the principals, of directors, and of supervisors, with the enrollees in joint planning and action.

Reply #2: From the director of a teacher-intern program sponsored by a University in cooperation with a school system.

(1) Selection of very capable enrollees, with strong liberal arts background and above average scholastic ability.

(2) Realistic division of responsibility, i.e. (a) assuming half a teaching load in a school throughout the year, for which they earned as they learned; and (b) assuming half a load of academic program, for which they could earn a master's degree in education in one calendar year.

(3) Summer orientation before assuming teaching responsibilities referred to in (2) above.

(4) Cooperation between the university and the school district.

Reply #3: From the director of an Indian teacher-aide training program.

One of the main strengths of this program was the inclusion of a demonstration classroom of twenty-five, four and five-year-old Indian children. This enabled each student to have observation and participation experience in the kindergarten with Indian children.

These sessions have formed the basis for development of understandings about children's growth, individual differences, management of children, content of the curriculum and organization of the classroom.

Within all of this, these students have maintained a focus on their role as an aide to the classroom teacher.

The participants were provided with cultural information that was very necessary in order to understand the pre-school Indian child. The aides were shown the value and purposes of education. The "either-or" concept of an Indian having to choose between being an Indian or an American were discussed. Usually all the advantages of being an

> Indian were presented. We then studied quite deeply the concept of and-or and decided one could be an Indian and an American. So now the aide can become a bridge between education and the community. For only as the people are involved in the education of their children can hope be found for them. The people must determine their own destiny.
>
> We believe a strength of this program was the opportunity for the aides to have instruction and actual practice in the use of audiovisual equipment and the preparation of instructional materials.

PROGRAM CHANGES SUGGESTED BY DIRECTORS

As in the treatment of the replies regarding the major program strengths, the replies to the question on Changes are presented in broad categories first to indicate the areas of greatest concern and then in more detail, category by category, to demonstrate the components within each major grouping which were mentioned most frequently by directors in each of the three populations. The N's are based on the number of comments, not the number of respondents.

Table 18

Areas of Change Suggested by Directors

Areas of Change	Per cent of comments related to each area of change N=215 NDEA	N=163 Schools	N=72 Colleges	N=450 Overall Average
Process	39	19	29	30
Content	27	27	25	27
Pre-planning	24	38	29	30
Operation of Program	10	16	17	13

Suggested Changes in Process

A comparison of the process components which were commented upon most frequently under Strengths and under Suggested Changes is revealing. Under Strengths, the procedure most frequently cited by both NDEA and college directors was "Practicum, field experience in teaching." Under Suggested Changes, listed below, the procedure which was cited most frequently by all three populations was "Include or expand field teaching experience and educational contacts with children." It is significant that the highest score (68 per cent) for this procedure under Suggested Changes fell to the school programs, which had the lowest score for "Practicum" under Strengths (only 24 per cent). Hence, the lack of intensively supervised field teaching experience appeared to be recognized by directors of in-service programs in the school systems as a detriment to the effectiveness of the entire learning process.

The scores are arranged in descending order in relation to NDEA directors with the exception of those statements which negate a statement immediately prior to it.

Table 19

Changes in Process Suggested by Directors

Category N's	N=83 NDEA	N=31 Schools	N=21 Colleges	N=135 Average
	Per cent of comments regarding each specific change			
Include or expand field teaching experience and educational contacts with children	45	68	43	50
Provide more and better teaching of group dynamics and use small group discussions more extensively and effectively	23	10	33	22
Schedule more free time for independent study, informal sharing, and socializing instead of so many formal reading and written assignments	17	6	3	12
Place less emphasis on socializing	2	-	-	1
Schedule fewer lectures	6	-	5	4
Have more and better lectures	1	10	5	4
Provide more demonstrations by master teachers	4	6	9	5
Schedule more field trips	1	-	5	1
Schedule fewer field trips	1	-	-	1

Suggested Changes in Content

There were two areas of emphasis which were of concern to all three populations: "Emphasis on teaching strategies, methods and materials," i.e. the practical application of new insights to teaching behavior; and "Emphasis on social and behavioral sciences," i.e. the theoretical approach to understanding the needs of disadvantaged children and youth. There was wide variance of opinion in regard to which of these two content areas needed to be stressed in specific programs in order to achieve an equilibrium of these essential components in a balanced curriculum. It can be assumed that the contradictions of opinion, which are apparent in the following table, depend in part upon differences in basic philosophy and in part upon the degree to which the current emphasis on instructional content in each individual program has proved to be effective.

Table 20

Changes in Content Suggested by Directors

	Per cent of comments regarding each specific change			
Category N's	N=59 NDEA	N=44 Schools	N=18 Colleges	N=121 Average
Place more emphasis on teaching strategies, methods and materials for practical application of new insights to teaching behavior	51	68	33	54
Negative of prior statement	3	-	-	2
Develop relevant concepts from social and behavioral sciences more effectively	44	32	61	42
Negative of prior statement	2	-	6	2

Suggested Changes in Pre-Planning

The NDEA directors were, for the most part, satisfied with their professional staff. In fact, "Selection of staff" received the top score under Pre-Planning as a main strength of their program. Hence, "Improve the selection of enrollees" appeared to them to be a more important change than "Improve the selection of staff." The directors of college programs also stressed "Improve selection of staff," but the directors of in-service programs in school systems reversed the order. Their high score was for "Improve selection of enrollees." There was difference of opinion regarding the length of NDEA institutes, while several school and college program directors desired stipends for their students, similar to those provided under NDEA.

Table 21

Changes in Pre-Planning Suggested by Directors

	Per cent of comments related to each specific change			
Category N's	N=52 NDEA	N=62 Schools	N=21 Colleges	N=135 Average
Improve selection of enrollees	29	14	33	23
Improve selection of staff	25	37	14	29
Improve planning and focus/ clarify goals	15	18	19	17
Increase duration of program	15	10	14	12
Decrease duration of program	2	-	-	1
Improve facilities	10	3	10	7
Provide stipends for enrollees	-	16	5	8
Other	4	2	5	3

Suggested Changes in Operation of Program

"Place more emphasis on evaluation and follow-up" was the overwhelming need of directors in all three populations, as they assessed the operation of their programs. "Over-heavy scheduling" appeared to be something of a problem for both NDEA directors and school programs, while "Increase effectiveness of organization and administration" received some attention in school and college programs.

Table 22

Changes in Operation of Program Suggested by Directors

	Per cent of comments regarding each specific change			
Category N's	N=21 NDEA	N=26 Schools	N=12 Colleges	N=59 Average
Place more emphasis on evaluation and follow-up	71	54	75	64
Improve scheduling/reduce over-heavy schedule	14	15	-	12
Improve staff-enrollee relations	10	12	8	10
Increase effectiveness of administration and organization	5	19	17	14

ILLUSTRATIVE QUOTES ON CHANGES

Verbatim quotes follow, drawn from the same sources as the Strengths quoted above, in order to present a well-rounded picture of how three directors viewed their programs.

Question: "What, if anything, would you add, omit, or change if you were starting again?"

Reply #1: From director[6] of an NDEA institute.

Add a member to the staff who had been deeply related to the social science of family life, who could integrate the experience of the field visits to health and social agencies throughout the summer (rather than having various people perform this function for different field visits).

Schedule at least two sessions with certain consultants, such as Dr. Hess or Dr. Malone, when their contribution supplemented or deepened the themes of the Institute.

Provide better scheduling of time for the integrating seminars, which were planned as discussion of personal reactions.

Prepare the demonstration field experiences in advance.

Present more prepared teacher training materials of special significance for the particular Institute, such as: observational schedules, short tapes and films.

Schedule earlier informal and social opportunities.

If possible provide some residence time--even if only long weekends at the beginning, middle, and end of the six week period.

Provide more depth of experience in the parent-community work planned for enrollees.

I would make these changes because:

Training materials sharpen the theory and point up to participants their own needs to develop specificity.

Since the time is brief, the demonstration field placement has to flash new images, otherwise the verbal theory is not adequately concretized to get shifts.

---

[6] The same director whose comments were quoted in Strength.

The better prepared the demonstration center--the more room for well supervised participation that is genuinely functional.

The timing of the field work conferences at the field training centers and of the colloquia, often involving visiting or part time faculty, were set. When anything was squeezed, the integrating seminar was shortened.

This Institute did not conquer the element of timing that the College has been concerned with in four Summer Institutes. Certain aspects of the program were improved, especially the field work supervision. The fact that there was no residential time necessitated allowing for a longer lunch hour and reading time in the middle of the day. However, with commuting and very limited dinner and evening time, the afternoon was shortened. With the improved plan for supervision of field work which evolved this summer, it might be possible to plan better use of the four mornings a week devoted to field work.

Additional Comment

I would like to submit a plea for different staffing than is indicated in the guidelines. This might vary with each Institute, but in any case would demand different budgeting. I would recommend:

The Director, if the one to represent the Institute at regional and national level, should be concerned primarily with teaching, supervising, consulting, group leading and conceptualizing.

There should be an increased administrative team of staff which would be given status with the participants. Their duties would be--financial matters, correspondence, administering of pre and post evaluation, recording, report writing, public relations, planning residential and other cultural and social events, planning field trips or community participation, collection of materials and audio-visual aids, helping participants with personal emergencies, implementing the changes in program that flexibility and the idea of an evolving program demand. This staff should be working in advance of the Institute.

Laboratory staff as well as field supervisors and counselors should be added (we had to list these as assistant instructors this year).

Reply #2: Changes suggested by the director[7] of a Teacher Intern Program sponsored by a university with the cooperation of the local school system.

Develop even greater coordination with the School Administration.

Strengthen the summer orientation.

Strengthen the weekly seminars.

Organize some comprehensive seminars on the urban educational setting.

I would make such changes because:

In a large school system, communication often breaks down. 'Red Tape' affects job placement. Hence coordination is essential.

The summer orientation should include greater opportunity for supervised classroom experience before the interns start teaching in the Fall 'on their own'.

The present extremely informal structure of the weekly seminars might profit by more systematic direction.

The current separate courses in education reduce the time available to interns for electives in their major field, and also tend to be too theoretical. Seminars on urban education would be relevant to the interests of the interns and would have practical application to their specific goals.

Reply #3: By the director[8] of a program for training teacher aides to work on Indian reservations.

Change: There should be more opportunity for each aide to assist in the classroom.

---

[7] The same director whose comments are quoted under Strengths.

[8] The same director whose comments are quoted under Strengths.

Why: This proved a most productive experience.

Change: All aides should receive financial compensation (stipends, or on some payroll) for their participation.

Why: Money for personal needs poses such a problem for these participants.

Change: I would reduce the length of the program from eight weeks to five or six weeks.

Why: Many aides are married women and are the mainstay for their families.

Change: I would locate the program closer to the reservations where the aides live.

Why: So that the enrollees could return home for week-ends.

Change: I would allot more of the budget to recreations; cultural activities; visits to museums, theatres and movies.

Why: This aspect of the program proved to be extremely important to the enrollees.

CHAPTER SIX THE PROGRAMS AS PERCEIVED BY THE PARTICIPANTS

In 33 of the 35 NDEA institutes visited by Aware Teams, 6,074 brief written comments were submitted by 1,054 participants in response to two standard questions:

> What understandings and techniques have you gained thus far?
>
> What changes would you make if you were planning such a program?[1]

Analysis of the participants' reactions in this chapter focuses on NDEA institutes alone because the NDEA institutes, planned in accordance with specific guidelines from the U. S. Office of Education, appeared relatively homogeneous in format and direction, and also because the proportion of institutes covered (more than 50 per cent of those in operation) is quantitatively significant.

PROCEDURES USED IN DATA COLLECTION

One of the arrangements agreed upon by directors with respect to Aware Team visits was that the Team would be allowed time for a group interview with all or a sample of the participants, wherever possible, without the presence of institute faculty or staff. In some instances the sample was a random selection, in others it was stratified to represent different factors, personal and vocational, among the participants. The written responses were requested at the outset of these group interviews with participants, before either the Team interviewer or the first respondents could affect the quality of the reactions.

---

[1] See Appendix H for Guidelines for Aware Team Visits.

The brief time span of ten minutes in which to reply to both questions was necessitated in part by the exigencies of the situation. Only an hour was assigned for the whole group interview in most instances and a considerable period of interaction was desired. The time limit was also imposed, in part, in an effort to secure, insofar as possible, free association of ideas rather then a strategic, carefully thought out, " public relations" type of response. It was also believed that the more strongly-held views were those most likely to be recorded within a limited period.

However, the ten-minute requirement tended to increase the replies to the first question and decrease the subsequent responses, hence, affecting the reliability of the data to some degree. One further limitation to the reliability of the data was that the institutes visited had been operating for various lengths of time when the site visits were made. However, no visit was made until after a given institute had been in operation for at least two weeks.

Despite the limitations indicated above, the N of 6,074 comments (nearly six per person) was substantial enough to warrant the assumptions (1) that many of the variables such as the period of duration would cancel themselves out and (2) that the central tendencies revealed by the data would be worthy of serious consideration.

The categories and sub-categories under which the replies are grouped grew out of the data, themselves. No categories were suggested to the respondents, except the inclusion of both understandings and techniques in the first question. The rationale for the use of these two words was to analyze the relative priority given to each by the volume and nature of the replies to such global and all encompassing terms.

PRODUCTS RELATED TO PURPOSES

There is a circular relationship between the purposes and the outcomes of an institute. The purposes and the plans for their instructional implementation affect the product, while the product, in turn, both tests and modifies the purposes, as planned. To understand the reactions of participants it is necessary to know to what they were reacting, in terms of the intent of the directors.

In the previous chapter a salient finding was that the majority of the directors included both "Understanding the life conditions of disadvantaged groups" and "Development of instructional skills, techniques and materials" among their key objectives. However, when asked to specify how they planned to implement these objectives through instructional content, a discrepancy appeared. There was overwhelming response to suggested items under the first category (Understandings) and meagre response to suggested items under the second category (Instructional skills, techniques, and materials).

Not one of the techniques or materials listed in the questionnaire was checked as a key item in instructional content by the majority of the 33 directors of NDEA institutes in which written reactions of participants were obtained, which is the criterion group on which this chapter is focused.

In essence, then, the directors reported a balanced intent, including the twin goals of (1) deepening insights and (2) developing new insights and new teaching skills, but there was imbalance with respect to the curricular undergirding of these two purposes. It was posited in the previous chapter that this apparent discrepancy between expressed intent and plans for the implementation of intent was due, in large part, to the inadequacy of educational resources which are directly related to the teaching of disadvantaged children and youth. The paucity of such resources is in sharp contrast to the richness of expertise, literature, and audio-visual materials concerning the social and behavioral facts of the problem.

The crucial test of the purposes and their implementation lies, however, not in the perceptions of the directors but in the product--namely, the perceptions of the participants as to what they have gained by the experience, and what, if anything, they would like to see changed. The reactions of more than a thousand participants in more than half the NDEA institutes are therefore analyzed as an index of the degree to which basic goals seemed to have been realized and for possible improvements in future planning and process.

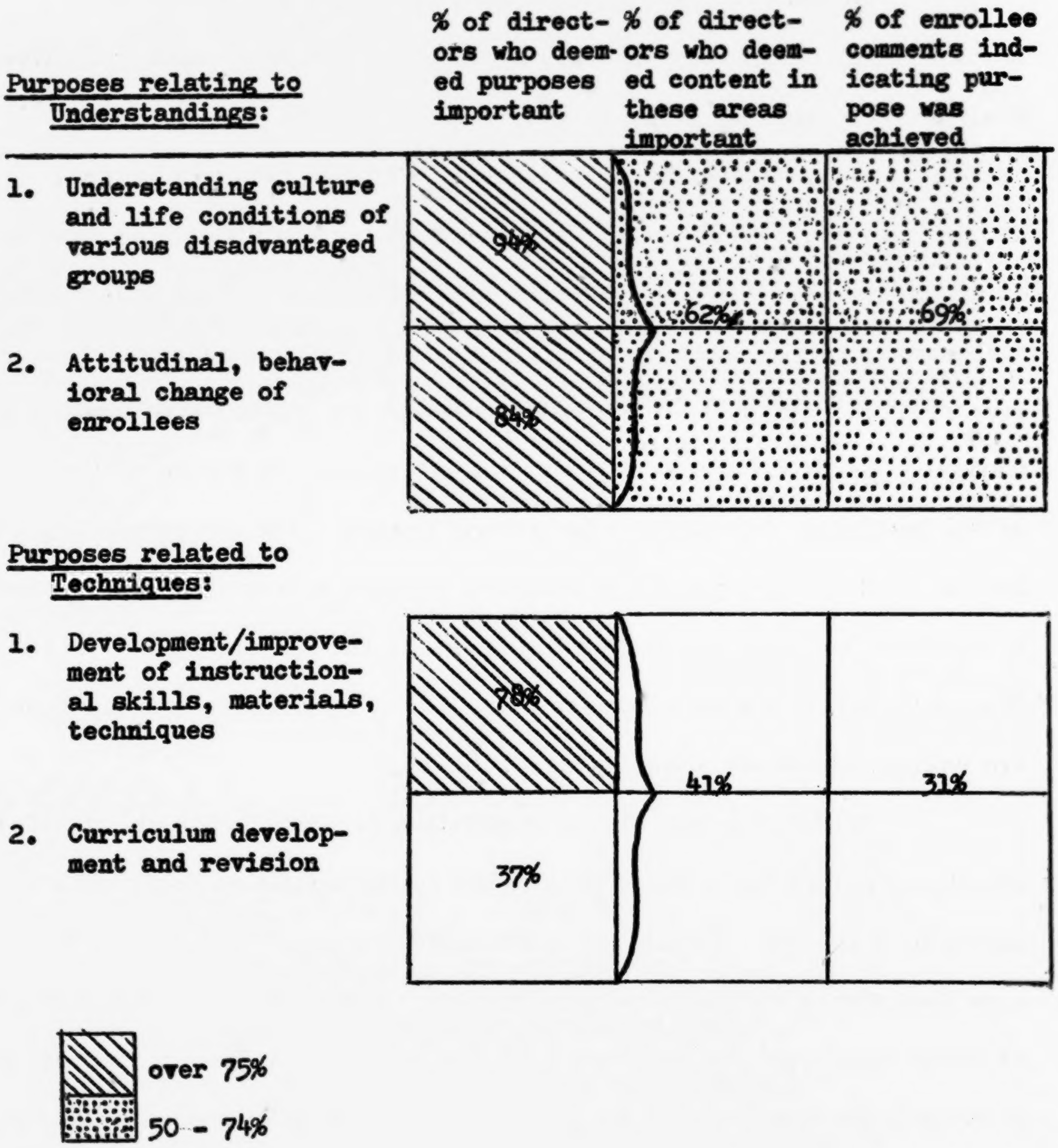
REPLIES TO QUESTION #1: "UNDERSTANDINGS AND TECHNIQUES GAINED"

Of the 6,074 comments (approximately six per person) 3,731 (61 per cent) were in reply to the first question which indicated positive gain from the experience, while 2,343 (39 per cent) expressed somewhat negative reactions in terms of needed changes. Taking into consideration the limitations on the validity of the data because of the brief time span for the replies (which tended to decrease the quantity of response to the second of the two questions), the massive response on the positive rather than on the negative side gives statistical support for the purely subjective analysis of the pervasive tone of the institutes reported by the Aware Teams. The overwhelming consensus of the Team members was that a sense of absorbed earnestness, of zeal, of fervency, appeared to prevail in the majority of the institutes. One of the participants expressed it: "I feel re-dedicated to my task. I am excited about my school year, 1965-66."

Within the responses to question #1, comments about understandings gained were more than twice as numerous as comments about techniques gained. This disproportionate response would seem to indicate that where instructional content was readily available (as in the case of understandings) the Institute program appeared to have a definite impact upon the participants but that in the area where instructional content was not as readily available or was given low priority in program planning (i.e. techniques) the impact was relatively unimpressive. Chart 3

Chart 3

Flow Chart of Content and Outcomes Related to Purposes in NDEA Institutes



Purposes relating to Understandings:	% of directors who deemed purposes important	% of directors who deemed content in these areas important	% of enrollee comments indicating purpose was achieved
1. Understanding culture and life conditions of various disadvantaged groups	94%	62%	69%
2. Attitudinal, behavioral change of enrollees	84%		
Purposes related to Techniques:			
1. Development/improvement of instructional skills, materials, techniques	78%	41%	31%
2. Curriculum development and revision	37%		

▨ over 75%

░ 50 - 74%

expresses the flow of purpose, content, and outcomes quantitatively.

The ratio of understandings to techniques may also reflect the theory, adhered to by many directors, that if a teacher has the desire to reach the disadvantaged, he would find the way in terms of his own teaching style and of the local situation. Directors with such an orientation stressed the WHY and minimized the HOW of teaching disadvantaged children and youth. Still another possible causal factor for the emphasis on understandings rather than on teaching behavior may have been the short duration of the institutes which required focus on objectives alone--and the directors opted for understandings when they felt forced to choose.

The preponderantly positive reaction of the participants to the programs is clearly revealed in the analysis of the replies to question #1, i.e. "What understandings and techniques have you gained thus far?"

Table 23

	N=3731 Number of comments	Per cent of comments
Understandings gained	2572	69
No understandings gained	5	-
Techniques gained	1146	31
No techniques gained	8	-

An analysis of the sub-items in each category reveals the emphasis upon theoretical understandings (developmental and situational priority in program planning (i.e. techniques) the impact was relatively unimpressive. The ratio of understandings to techniques may also reflect the theory, adhered to by many directors, that if a teacher has the desire to reach the disadvantaged, he would find the way in terms of his own teaching style and of the local situation. Directors with such an orientation stressed the WHY and minimized the HOW of teaching disadvantaged children and youth. Still another possible causal factor for the emphasis on understandings rather than on teaching behavior may have been the short duration of the institutes which required focus on objectives alone--and the directors opted for understandings when they felt forced to choose.

The preponderantly positive reaction of the participants to the programs is clearly revealed in the analysis of the replies to question #1, i.e. "What understandings and techniques have you gained thus far?"

Table 23

	N=3731 Number of comments	Per cent of comments
Understandings gained	2572	69
No understandings gained	5	—
Techniques gained	1146	31
No techniques gained	8	—

An analysis of the sub-items in each category reveals the emphasis upon theoretical understandings (developmental and situational factors) rather than upon understanding teacher behavior and its effect upon the disadvantaged child.

Table 24

Understandings Gained

	Category N=2572 Number of comments	Per cent of comments
Developmental or affective aspects of understanding individual child	956	37
Understanding values, history, culture, life conditions, and special problems of disadvantaged children and youth	879	34
Understanding teacher behavior and its effect upon the disadvantaged child	460	18
Understanding school-community relations as they affect the disadvantaged	277	11

In the category of techniques, too, the emphasis is more on the theoretical--that is, basic strategies as opposed to the adaptation of the curriculum to the needs and interests of disadvantaged children and youth. Table 25 below reveals this emphasis upon theoretical understandings as opposed to the application of such understandings to teaching behavior.

Table 25

Techniques Gained

	Category N=1146 Number of comments	Per cent of comments
Instructional strategies and methods which are helpful in working with the disadvantaged	330	29
Importance of and methods for teaching communication skills	245	21
Permissive class-room management, which will elicit maximum response from the disadvantaged	213	19
Negative of prior statement, i. e. more control and structure	2	–
Development and use of instructional materials	141	12
Adaptation of curriculum to needs and interests of disadvantaged child	124	11
School-wide strategies, planning, and organization	91	8

UNDERSTANDINGS AMPLIFIED

Analysis of the frequency distribution of the kinds of understandings reported by the participants requires an amplification and interpretation of each of the broad categories of response.

Developmental, Affective Aspects of Understanding

Nearly one thousand comments were grouped under the heading: "Developmental or affective aspects of understanding the disadvantaged child." The most frequent comments included:

> Acceptance and respect of the child as an individual,
>
> The value of recognizing his own level of interest, outlook, and learning achievements, and meeting him on those terms,
>
> Belief in every child's potential,
>
> Understanding the effect of the emotional needs of the disadvantaged child upon his behavior,
>
> Understanding the importance of the child's self concept in the learning process,
>
> Understanding the need to enrich and use the child's own experiences and provide him with an opportunity for early success experiences,
>
> Understanding of the role of school in the life of the disadvantaged child and the necessity for guidance in the school situation to compensate for and support familial influences in the child's development.

To sum up, the emphasis here is upon the individual child. This kind of understanding is the cornerstone upon which other teaching strategies are built. That this was the overwhelming response of the participants--the "sine qua non" of working with the disadvantaged--speaks strongly for the effective implementation of the basic concepts undergirding the institutes.

> I realize more fully that the child, himself, is the focus of our curriculum--a realization which has meaning for all education but is of paramount importance in working with the disadvantaged.
>
> If we, as teachers, will accept that with which the child comes to us and build on it, we will have taken a giant step.

Understanding Life Conditions and Culture of the Disadvantaged

Almost as frequent as the comments on understanding the individual child's behavior were those on understanding his environment in sociological terms, i. e. "Understanding the values, history, culture, life conditions and special problems of disadvantaged children and youth."

There were nearly nine hundred comments clustered under this topic. Among the most frequent were:

> Definition and identification of environmentally disadvantaged children and youth,
>
> Understanding the need for changing misconceptions regarding the meaning of disadvantage,
>
> Appreciation of and respect for differences in values, history, and cultures of various ethnic and socio-economic groups,
>
> Understanding the life conditions, economic status and extent of integration among various disadvantaged groups,
>
> Understanding the magnitude of the national problem of poverty and its probable future escalation.

Thus the multi-faceted view of sociological factors in the situation, which was given high priority in the planning, seemed to be reflected in the participants' reactions. The following direct quotes give something of the feeling tone of the responses.

> I realize now that all Negro children are not deprived.
>
> I have taught for 15 years in a disadvantaged area but I am shocked that I knew so little about the background of my pupils. I walked to and from school without ever really seeing the neighborhood.
>
> I see now that most economically deprived parents love

> their children but the strain of survival is so great that it leaves little time to devote to them.
>
> This word 'disadvantaged' had many new meanings to me. I see that a child can be disadvantaged in any one of a number of ways and not in other ways.
>
> I have learned that working with the disadvantaged child is not all tears.

Responses Regarding Teacher Behavior

The new insights noted above were primarily theoretical. Another cluster of responses had practical application to the teacher, himself, in day-to-day classroom experience. The omnibus designation was "Understanding teacher behavior and its effect upon the disadvantaged child."

The most frequent comments reveal that the first look was inward:

> Increased self awareness,
>
> Understanding the teacher's role in establishing teacher-pupil interaction and rapport,
>
> Understanding the personal qualities essential in the effective teacher such as: empathy, patience and consistency.

Later these insights about the teacher as a person and the teacher in his professional role were built upon in terms of specific strategies. Here, the comments are more conceptual, such as:

> I begin to be aware of some of my personal strengths and weaknesses as a teacher.
>
> I have learned to distinguish between the poor learner and the slow learner--an important milestone in my development as a teacher.
>
> I have taught for several years in the same situation in

> which my practicum places me. I find that in my present role as an institute participant, I feel freer to experiment with various approaches. Thus I detect a certain past rigidity--albeit unconscious. This has been refreshing and of great benefit to me.
>
> Understanding myself in relation to others in this group was an important first step toward understanding myself in relation to disadvantaged pupils.

Responses Regarding School-Community Relations

Another cluster of comments involved the total community, entitled: "Understanding school-community relations as they affect the disadvantaged." Among the most frequently expressed reactions were:

> Understanding the crucial need for home involvement in order to improve the teaching-learning-process for the disadvantaged child,
>
> Understanding the value and availability of community resources,
>
> Recognition of the universality of many of these problems and hence the need for a total community approach.

One participant summed up the reactions of many in the observation that:

> Real and vital relationship cannot be developed by the teacher alone. It requires many people from all walks of life. It involves the home, school, neighborhood and the broader community.

TECHNIQUES AMPLIFIED

Under the omnibus term "techniques" a wider range of responses was elicited. Since they are relatively specific, less interpretation of each category will be undertaken.

Instructional strategies and methods which are helpful in working with the disadvantaged included many approaches that are of value in all education but are particularly relevant to the disadvantaged child, a number of which are:

1. The inductive method, team teaching, role playing, stimulating discovery by the child himself, rather than being told.

2. "The importance of and methods for teaching communication skills" was a cluster of such proportion that it merits separate treatment. The topic covered all the language arts, both written and oral, with emphasis upon remediation.

3. "Class-room management which will elicit maximum response from the disadvantaged" included frequent comments about an informal, permissive atmosphere, but also covered were such items as ungraded classes and small groupings in large classes. One participant related this last-mentioned item to work with the disadvantaged in these words: "I realize now that all the children do not need me all the time, so there will be time for individual work with those who have special needs." Another saw in these approaches a way to "free a child to create and imagine."

4. "Negative of prior statement" was a category of only two people, both of whom deplored so-called democratic procedures in the classroom which they saw as too lax.

5. "Use and development of instructional materials" included multi-media and various materials referred to as "hardware"--all concrete and tactical--as well as programmed instruction.

6. "Adaptation of curriculum to the needs and interests

of the disadvantaged child" was a category of considerable size despite the minimal weight given to "curriculum revision" by directors in the hierarchy of objectives.

7. "School-wide strategies, planning and organization" included such items as the re-evaluation of testing procedures, the need for school-wide planning, the over-weaning importance of preschool education in the child's adjustment to school, and the need for channels for intercommunication and sharing of experiences with colleagues.

More participants denied learning any techniques than those who denied gaining understandings, but the number of dissidents was still miniscule, only eight out of more than a thousand.

DIFFERENTIATION OF OUTCOMES BY CRITERION GROUPS

The modal analysis of the outcomes of the institutes, as measured by enrollee responses to "Understandings and Techniques Gained," revealed conceptual growth and procedural lag in the majority opinion. To determine how the reported outcomes varied in different situations, a series of criterion groups was established, differentiated with respect to such factors as inclusion or omission of a practicum, integration or non-integration of staff number of enrollees, and the scope of the geographical area served, i.e. one school system, one state, or several states. Variations of response between those institutes with a practicum or without a practicum, as defined by the study,[2] were most marked.

Comparison of Institutes With and Without Practicum

There were 17 of the 33 institutes where written responses were secured in which there was an opportunity for field teaching experience under intensive supervision.

Institutes with practicum were compared with those which lacked this feature.

There was more balance between understandings and techniques in institutes with a practicum than without. There appeared to be a more balanced kind of learning in the former, although the major emphasis there, too, was upon understanding--nearly two to one. The unique dimension of these NDEA institutes was their concern for both knowledge about and empathy with the disadvantaged. The question raised by the participants was one of degree and proportion. (See Table 26, p. 279.)

There was a differential of 10 per cent or more between the two groups on three items. One item was theoretical in essence: "Developmental aspects of understanding" to which the institutes without a practicum responded with greatest frequency.

Table 26

Differentiation by Inclusion or Omission of Practicum

	Institutes With Practicum	Institutes Without Practicum	Difference of 10 per cent or more
Understandings Gained	N=1072	N=1505	
	%	%	
Understanding developmental aspects	30	42	-12%[3]
Understanding life conditions and cultures	37	32	
Understandings regarding teaching behavior	24	14	+10%
School-community relations	9	12	
No understandings gained	—	—	
Techniques Gained	N=557	N=597	
	%	%	
Instructional strategies and methods	28	30	
Teaching communication skills	26	16	+10%
Classroom management	16	21	
Negative of prior statement	—	—	
Use and development of instructional materials	12	12	
Adaptation of curriculum to disadvantaged children	12	11	
School-wide planning, organization	6	10	
No techniques gained	—	—	

---

[3] Minus differential means that the second column (institutes without practicum) has the larger score. Plus differential is the opposite.

Two were more concerned with practical application to the classroom to which institutes with a practicum gave more priority.

"Understandings re: Teaching Behavior"

"Teaching communication skills"

A significant datum is that the focus upon these two factors was proportionately sharper for those institutes which combined two components: (1) a practicum, and (2) integrated staff. In this instance the differential for "Understandings regarding teacher behavior" was 17 per cent, for "Teaching communication skills," 14 per cent.

Institutes with Enrollees Predominantly from Local School System vs. Institutes with Enrollees from a Broad Geographical Area

There was a differential of 15 per cent regarding the frequency with which "Understanding the life conditions of disadvantaged children" was mentioned in institutes serving one school system or a broad area. The enrollees in the former type of institute reported more of this understanding gained. Those from a single school system also commented more frequently upon teaching strategies gained and improved skills in class management--differentials of 20 per cent and 23 per cent respectively.

Other Criterion Groups

There were no significant variations with respect to grade span covered, the duration of institutes, or the size of enrollment.

VERBATIM QUOTES

Once more, the quantitative analysis becomes alive and vital, when illustrated by the actual words of the respondents. The keen awareness of the need for individualized teaching was a recurrent theme. For example:

> To come to a realization that each child in a class has feelings, emotions, anxieties, periods of happiness, sadness, possible depression, is the most important understanding that a teacher can have.
>
> I have achieved a greater awareness of the uniqueness of every individual. Everyone remains a student throughout his life. I have grown in my desire to remain open to the thoughts, emotions, and convictions of others coupled with greater knowledge of self.
>
> This is the key: (the student) . . . being treated as an individual, as a person.

Understanding the life conditions of the disadvantaged was empathetically described by many enrollees, while avoiding the pitfall of creating a new kind of stereotype which would negate all that is quoted above about the uniqueness of each individual child.

> There is a wealth of potential among the disadvantaged and it is the job of creative teachers to bring this forth. Aspirations of this group have turned to frustration.
>
> For years I had walked to and from my school, which is situated in a disadvantaged neighborhood, without ever really seeing the community.
>
> Gained greater understanding of the "here and now" world of the child.

The 'culturally deprived' student is not living a sterile existence because he has no 'cultural background.' I have become aware of the "richness" in his life, and the great sensitivity and depth with which this student can interpret art.

Inner-city students have a great depth of emotion and a strong sense of living.

The notion of cultural 'displacement' rather than cultural disadvantagement seems to me a rather crucial point in understanding the heterocultural community in which I teach.

Each child brings with him some positive values from his subculture which might be very useful and significant in the various academic disciplines.

Not that we could expect less of some segments of our society but that we should expect more of ourselves in order to bring each individual with whom we work to his own greatest potential.

I have taught in racially mixed schools for seven years but have had more interaction and gained more understanding on racial issues here in four weeks than in seven years before.

For me there was reinforcement of ideas of positive values at work in almost any cultural milieu.

The term 'educationally unmotivated' might be more appropriate than culturally deprived because all children have a culture.

A related concept, the over-riding necessity for understanding and relating to home and community, was often mentioned.

I realized the importance of interacting with the whole family and working with the children.

The co-partnership of the home and school is the child's hope. Involving the parents is a 'must.'

A great focus of attention should be placed on the community. We MUST get in to visit homes, speak to parents, see churches, eat at typical disadvantaged establishments, taste their food, etc. I did not like the COOK'S TOUR we were told to take.

> Schools and their staffs are so terribly isolated from the communities in which they are located and whom they are supposed to serve.
>
> The involvement of parents is essential, even if this means an educational program designed especially to familiarize them with the needs of the children, and of their responsibilities to the school and the school's responsibility to them.
>
> Use customs, activities, and structures in the community as kicking off points to the study of topics which will extend beyond the community.

The developing role of the school as an institution was frequently cited in relation to social needs.

> Curriculum will have to be revised in order that the revolutionary changes arising in society may be met by the schools.
>
> The teacher and the school may be the ones responsible for the culturally disadvantaged children failing in school and eventually dropping out.
>
> The disadvantaged child in American education has been damaged by our inability thus far to communicate with him successfully.
>
> The deprived person is not antagonistic to education but to the schools.
>
> Our present educational system appears to place too much emphasis on the school and the teacher, neglecting the vital human resources in the community. These resources must be tapped if an effective and meaningful curriculum is to be executed.
>
> Working with the culturally deprived children; the school is itself handicapped by home and community conditions and often by its very inheritance of traditional concept of schooling.

Understanding their own strengths and weaknesses was a unique outcome of the institute in the minds of many enrollees.

> The greatest impact of the institute has been the emphasis on looking at oneself, on understanding one's own attitudes, actions, and reactions. I am endeavoring to explore in depth my own biases, misconceptions, also my strengths

> which will be helpful in enabling others to reach their greatest potentials.
>
> I learned that I have more strengths and plus factors than I realized. After relating to the institute group my self-image improved.

New concepts of the professional role that is required in working with disadvantaged children and youth were vividly expressed by the enrollees:

> Our commitment to the full development of each child has been far too half-hearted. We have accepted failure to reach the child too readily and been too willing to ascribe it to his lack of motivation rather than to our lack of commitment and our lack of appropriate skills.
>
> Never have I been so much aware of the fact that teaching involves tremendous moral responsibility.
>
> I have learned that achievement is relative.
>
> I have discovered a new meaning for success for each child.
>
> Success is very important to the disadvantaged child even though to the teacher the work may not be significant.
>
> It has been most interesting for me to learn that what these children want from life is quite different from what they expect from life. I have had time to probe their reactions, feelings, values, outlook on life.
>
> My role as a teacher is to be perceptive enough to discover where a child is, accept him where he is and take him as far as he can go to the best of my ability.
>
> I now perceive that subject matter is not the core of our contributions to children in schools. . . . attitudes, health, freedom to express and act are the important things that children can take away.
>
> We know now that the objectives for the disadvantaged are the same as for all children, but procedures and methods must be altered to meet the cognitive, motor-sensory style of learning.
>
> I am more convinced than ever that the teacher must have a

> greater voice in planning in her own school.
>
> I would select teachers who were considered "far out," not conventional, that is, those who are willing to experiment and who will not feel lost without a structure from administration.

There were many who specified actual teaching behavior which was consonant with the broader concepts of the new professional competencies needed.

> Teachers must avoid words or actions which may be interpreted as condescension.
>
> To become involved in an activity with the children is the best way to learn about them.
>
> One successful technique is to let children try more ideas, explore, be able to touch, feel, and make things on their own.
>
> A quiet room is not always the most educational. Create environments in which children feel safe enough to dare.
>
> Look for the positive rather than the negative and build on these.
>
> It is important for teachers of these children to allow them to express themselves in the language that is familiar to them.
>
> Talk less--listen more.
>
> You can teach almost any subject to any child once the avenues of communication have been opened.

Finally, again and again, came the plea that teachers "learn from one another."

REPLIES TO QUESTION #2: SUGGESTED CHANGES

Of the 2,343 recommendations for change, more than half were concerned with Instructional Process. The other suggestions for change were divided into three clusters: Changes in Instructional Content, Changes in Planning, and Changes in Operation of the Program. As many as 46 saw no need for any change in what they deemed a model institute. This contrasts sharply with the minimal response on "No understanding or techniques gained." It is significant that the majority was concerned about what they, themselves, did, not what was done to them.

Table 27, below, presents the relative importance of these factors in quantitative terms, as gleaned from the answer to the question: "What, if anything, would you change if you were planning such a program?"

Table 27

Suggested Changes

	N=2343 Number of comments	Per cent of comments
Changes in Instructional Process	1194	51
Changes in Instructional Content	425	18
Changes in Pre-Planning	348	15
Changes in Operation of Program	330	14
No Change	46	2

Analysis of the sub-items in each category is sharply revealing of the focus of the respondents' interests and the areas of greatest need which they identified.

Table 28

Changes in Instructional Process

	Category N=1194 Number of comments	Per cent of comments
Include, expand, improve field teaching experience and informal educational contacts with children	373	31
Use group techniques, small group discussions more extensively and effectively	212	18
Improve, expand, include class observations and demonstrations by master teachers	152	13
Improve and/or increase field work in homes and community	147	12
Negative of prior statement	12	1
Provide more free time for independent study, informal sharing, reflection, and socializing instead of so many formal and written assignments	131	11
Negative of prior statement	21	2
Improve quality and relevance of lectures by outside specialists	116	9
Schedule fewer lectures	30	3

There were only two of the suggested changes which were mentioned more than 300 times. One was the item with the highest frequency in the preceding table, i.e., "Include, expand, improve field teaching experience and informal educational contacts with children" (373). The other was the item with the highest frequency in the following table, i.e., "Place more emphasis on strategies, methods, and materials for practical application of new insights to teaching behavior" (323). The number of such comments constituted 76 per cent of all the suggested changes which were related to Instructional Content. These two high frequency factors are substantively related, since each is concerned with day-to-day teaching behavior. The message appears to be that the enrollees were seeking more specificity in the implications of the theoretical foundations for their own professional competence, and also the opportunity for more supervised experimentation in the application of the new concepts they had gained to the classroom.

Table 29

Changes in Instructional Content

	Category N=425 Number of comments	Per cent of comments
Place more emphasis on strategies, methods, and materials for practical application of new insights to teaching behavior	323	76
Negative of above	11	3
Develop relevant concepts from social behavioral sciences more effectively	72	17
Negative of above	19	4

Suggested changes in pre-planning focused on the clarification of institute goals. Difference of opinion is marked regarding the optimum length of an institute.

Table 30

Changes in Pre-Planning

	Category N=348 Number of comments	Per cent of comments
Improve planning and focus or clarify goals	105	30
Improve selection of enrollees	66	19
Improve selection of staff	45	13
Improve facilities	41	12
Increase length of institute	27	8
Decrease length of institute	17	5
Other	47	13

Suggested changes in the operation of the program were heavily weighted toward changes in scheduling. This confirmed the finding reported in the last chapter, that the changes which most frequently resulted from feed-back were in the area of scheduling.

Table 31

Changes in Operation of Program

	Category N=330 Number of comments	Per cent of comments
Improve scheduling or reduce over-heavy schedule	138	42
Increase effectiveness of organization and administration	112	34
Place more emphasis on evaluation and follow-up	45	14
Improve staff-enrollee relations	35	10

COMPARISON OF REACTIONS OF ENROLLEES, DIRECTORS AND AWARE TEAMS REGARDING CHANGES IN CONTENT AND PROCESS

The highly subjective data reported above have more significance and authenticity when cross-checked with the perceptions of others, differentiated by role and responsibility. It was noted above that the change most frequently suggested by the enrollees was: "Include, expand, improve field teaching experience and informal educational contacts with children," mentioned 373 times. This was the highest frequency item in the category, Instructional Process, for enrollees, directors, and Aware Team members alike. A comparison follows:

Table 32

Comparison of Scores for Highest Frequency Item Under Instructional Process

Suggested Change	Category N's	N=1194 Enrollees Per cent of category	N=83 Directors Per cent of category	N=85 Aware Teams Per cent of category
Include, expand, improve field teaching experience and informal educational contacts with children		31	45	32

Because of the sharp focus upon this item, some amplification is required. The types of comments grouped under this heading are listed below in descending order of frequency. They reveal the depth, and scope of the enrollees' concern in this area. The code construct follows a similar pattern for the other respondent groups: directors and Aware Team members.

> Include even more time for actual field teaching so as to experiment with new and varied methods of teaching the disadvantaged and the application of institute learnings.
>
> Include teaching opportunities within the informal camping experience with children.
>
> Select pupils in practicum more carefully so as to include the truly disadvantaged in sufficient proportions.
>
> Include more one-to-one and one-to-two contacts with children in the practicum.
>
> Include actual practice teaching with children, rather than observation only.
>
> Improve content and planning of informal, educational contacts with children.

Expand Institute control of lab schools to eliminate frictions and restrictions.

Organize field teaching experience better.

Provide closer supervision and analysis of field teaching.

Give more specificity to field teaching in terms of special content areas.

Plan and execute an institute social action project as an outcome of field teaching and community contacts.

In the absence of adequate resources for teaching strategies, methods and materials directly related to work with the disadvantaged, the enrollees appear to be asking for that which they would give to the children, i. e. an opportunity to "discover" appropriate strategies in field teaching under sensitive and creative supervision.

This was not a request for a shift of emphasis from understandings to techniques but rather for a balanced approach, building upon what had been accomplished and then taking the next step. Understandings and techniques were not seen as dichotomous, but rather an interactive and mutually supportive. Understandings without specific help in translating them into teaching behavior were seen as vague and amorphous. Understanding within the context of reality was the essence of the plea for change.

CHAPTER SEVEN

RECOMMENDATIONS FOR IMPROVING PROGRAMS

To explore "what is" leads inevitably to "what might be." Out of intensive experimentation in teacher education in a social context have come recommendations for improvement. Moving from a focus upon the child as a separate phenomenon to an understanding of the child within a social setting, both theorists and operationalists recognize new needs and suggest solutions. The recommendations presented in this chapter are made by observers of existing programs and also by those who are deeply involved in their development.

The recommendations come from various sources and are directed to several types of programs:

1. To "institute-type" programs
2. To in-service programs in school systems
3. To programs in institutions of higher learning, primarily pre-service.

Recommendations are directed to all four populations, since OEO and NDEA-financed programs are combined under the first category: "institute-type" programs.

The Aware Team's recommendations are based on the site visitations during July and August, when chiefly "institute-type" programs were in operation. Therefore, the Team's recommendations are slanted toward the intensive, short-term programs during which a relatively small number of enrollees focused attention on one topic exclusively--in this case the preparation of school personnel to work with disadvantaged children and youth. However, many of the basic concepts may be applied to in-service and pre-service programs.

The recommendations for in-service programs in school systems were drawn from replies by directors of such programs to written questionnaires--in other words, school people speaking to school people. The recommendations to institutions of higher learning were also drawn from the questionnaires, with educators in colleges and universities speaking to their own counterparts in other institutions. In schools, colleges, and universities, the respondents were speaking not only to their counterparts, but also, and more importantly, to themselves.

There was no weighting of the recommendations, in terms of frequency of response. Any and all are presented in logical sequence, including the somewhat idiosyncratic along with the virtually unanimous reactions. Only for the Aware Team members was there a feedback from those who had made the proposals concerning the draft formulation of the recommendations. The draft was revised accordingly.

RECOMMENDATIONS OF AWARE TEAMS FOR "INSTITUTE-TYPE" PROGRAMS

The Aware Team members (Advisory Committee, specialists, and staff) were asked to submit their overall impressions of their site visits, and recommendations based on their observations. These written statements were tabulated and served as a point of departure for the discussion at two consultations: one for all Aware Team members, and one a small group to discuss the major findings, and further to crystallize the proposed recommendations.

Out of these written statements and subsequent discussions emerged the following recommendations for more effective preparation of school personnel for working with disadvantaged children and youth in specific programs designed for this purpose alone. After each recommendation, concrete steps for its implementation are proposed.

RECOMMENDATIONS OF AWARE TEAMS TO THOSE WHO ARE PLANNING "INSTITUTE-TYPE" PROGRAMS WHICH ARE BASED ON FOUNDATION OR GOVERNMENT SUPPORT

Recommendation #1

That, in preparing school personnel to work with the "so-called" disadvantaged, teacher educators should expect the participants to view the learning process of the child in the complete social context of life.

Proposed Steps in Implementation

a) Analysis of the child's learning in terms of his whole life experiences as well as in relation to the social and economic realities of the larger society.

b) Development of teaching strategies based upon the child's actual learning processes.

c) Study and creation of paradigms for learning environments and school structures which provide the child with the experiences he needs in order to learn.

Recommendation #2

That the goals of such programs be expressed in clear, realistic, behavioral terms, not in global abstractions.

Proposed Steps for Implementation:

a) Avoidance of a new stereotyped, over-generalized image of "the disadvantaged child"--one that is conceived with empathy for the disadvantaged, but is nonetheless inimical to individuation.

b) Focus upon real and immediate problems of the specific community and the local school system, or systems, when feasible in terms of geographical coverage.

c) Emphasis not merely upon "WHY" but also "HOW TO," and even more specifically upon: "HOW CAN THE TEACHER ACT AS AN AGENT FOR CHANGE IN HIS SCHOOL?"

Recommendation #3

That there should be joint planning of and continuing responsibility for each program by the sponsoring institution, the local school system, and the disadvantaged, themselves, in each community. (When most participants come from one school system or contiguous systems.)

Proposed Steps for Implementation

a) Joint planning by college, school, and responsible community representatives before the program proposal has been submitted for funding (such as NDEA or OEO financed projects visited by Project Aware this summer).

b) Continuing tripartite involvement in and responsibility for the program before, during, and after its operation, in order to maximize the impact upon the sponsoring institution, the local school system, and the community in meeting the needs and rising expectations of the disadvantaged.

c) Involvement of the indigenous population which the school serves in planning certain aspects of the program.

Recommendation #4

That there be flexibility in plan, structure, and administration of programs.

Proposed Steps for Implementation:

a) A curriculum which evolves in consonance with the special needs and interests of participants.

b) Awareness of and responsiveness to the changing needs and climate of the community.

Recommendation #5

That experimentation and innovation pervade the program.

Proposed Steps for Implementation:

a) Acceptance of the inadequacy of many of the traditional methods of teaching disadvantaged children and youth, as evidenced by the slow learning rate of the majority of these children as compared with more advantaged pupils, and the high dropout rate of disadvantaged youth.

b) Familiarity with the findings of the behavioral sciences which have implications for teacher education and an awareness of unique elements of program for the disadvantaged, i.e. the diagnostic approach and the integrating of cognitive and affective aspects.

c) Openness to new ideas at various levels: administrative, teaching, community agencies, and family.

Recommendation #6

That inter-communication between staff and participants, as well as between participants and participants, be strengthened by all possible means.

Proposed Steps for Implementation:

a) Joint staff-participant curriculum planning.

b) Integrative colloquia at which staff and participants may explore common understanding and clarify basic foci of the program.

c) Scheduled free time for informal sharing of ideas and experiences among participants.

Recommendation #7

That racial and ethnic integration be a reality at all levels of operation.

Proposed Steps for Implementation

a) Selection of staff which reflects more than token integration while insuring the competencies needed for each institute.

b) Selection of enrollees in order to achieve racial and ethnic balance where possible.

c) Recruitment of pupils for the laboratory school or practicum in ways which will provide a full complement of both white and non-white children, as well as children of diverse national origins.

Recommendation #8

That intensive work with a small group of participants over an extended period of time be a main desideratum.

Proposed Steps for Implementation

a) Limitation of size of institute to not more than 35 to insure maximum involvement of every participant.

b) Duration of at least eight weeks, preferably a whole term, to maximize opportunity for attitudinal and behavioral change.

c) Limitation of span of grade levels to early childhood and elementary, or middle and secondary school.

d) Residential rather than commuting arrangements for at least a portion of the time, preferably the duration of the program.

Recommendation #9

That one criterion for selection of participants should be their potential effectiveness as agents for change within their own schools upon their return.

Proposed Steps for Implementation:

a) Concentration on a single school district for at least a major proportion of participants to prevent dispersion of the impact.

b) Team of participants from a given school, with emphasis on inclusion of some "opinion-makers" who will be able to serve as agents of change upon their return.

c) Multi-level personnel, including administrators, teachers, counselors, and teacher-aides.

Recommendation #10

That staff be selected with utmost care so as to meet academic and experiential qualifications.

Proposed Steps for Implementation:

a) Appointment of at least some staff members who:

- Have had recent experience in working with the disadvantaged and know their problems and potentialities.
- Exemplify in their own behavior the concepts and methodology they teach to others.
- Are proficient in behavioral and social sciences.
- Have themselves experienced disadvantage.
- Can handle their own feelings and biases.
- Are thoroughly familiar with current trends in teacher education and the relevant literature concerning the learning-teaching process.
- Are cognizant of new research findings in the behavioral and social sciences.

b) Appointment of both academicians and school personnel.

c) Appointment of full-time personnel in large measure to preserve continuity.

d) Appointment of staff with certain special professional competencies.

- Ability to conduct individual and group counseling.
- Skill in group development and discussion leadership.
- Administrative skills in order to relieve the director from routine duties and free him to conduct a catalyst operation.
- Imagination and creativity which stimulates the disadvantaged child's response to the learning experience.

Recommendation #11

That programs be differentiated to meet various levels and styles of needed training.

Proposed Steps for Implementation:

a) Advanced institutes for those who have already demonstrated their proficiency in work with the disadvantaged.

b) Workshops for directors before the summer institutes start operation.

c) Sub-groups within multi-level institutes (such as institutes for administrators, teachers, and teacher-aides) to provide sharing in self-situational circumstances.

d) Study and adaptation of models hypothesized by major theorists.

Recommendation #12

That the fundamental purpose of the institute be interpreted to the broader community, hence upgrading the public image of the teacher of the disadvantaged.

Proposed Steps for Implementation:

a) Interpretation through the mass media.

b) Representation at professional conferences.

c) Further utilization of professional journals.

Recommendation #13

That the period of training be extended over three phases: pre-institute, institute, and post-institute with special reference to the application of learnings to the school program upon the participants' return.

Proposed Steps for Implementation:

a) Alerting accepted candidates to methods of preparing themselves for the institute through bibliographies, distribution of basic papers and pamphets, and assignments, such as the preparation of proposed projects to be developed at the institute.

b) Scheduled time during the institute for planning with others for specific activities to be undertaken at the school which each participant serves.

c) Follow-up after the institute through written reports, week-long seminars later in the year, inter-visitation by teams from different schools, supervision and consultation by experts to help the institute graduates adapt their learnings to their school programs.

Recommendation #14

That evaluation be included as an integral part of every program.

Proposed Steps for Implementation:

a) Diagnostic measures given at the beginning, and at the end of institute, and after the participant has returned to his school.

b) Continuing feedback from participants, both written and oral, throughout the institute.

c) Requested evaluation of each participant's performance on the job by his principal and/or supervisor following the institute.

Recommendation #15

That more emphasis be placed on parent participation in the programs and continuing relationships of parents and enrollees in the homes.

Proposed Steps for Implementation:

a) Workshops for parents, in which they may share their concern about their children's learnings, and hopefully develop a sense of partnership with the school in facilitating the process.

b) Visits by teachers and other school personnel to homes of parents who cannot come to school so that teachers may learn through actual experience about the life conditions of their pupils.

c) Use of every means of communication to discover the strengths, needs, and interests of parents, and to involve them in school planning wherever possible.

Recommendation #16

That facilities and equipment be planned for optimum use.

Proposed Steps for Implementation:

a) Convenient access to well-stocked library.

b) Availability of wide spectrum of audio-visual equipment.

equipment.

RECOMMENDATIONS OF AWARE TEAMS TO DIRECTORS OF INSTITUTES

Recommendation #1

That the instructional content integrate understanding the disadvantaged with assistance in translating such understanding into teaching behavior.

Proposed Steps for Implementation:

a) A cognitive dimension that presents the facts and develops understandings vis-a-vis the disadvantaged, and moves from myth to reality.

b) A multi-disciplinary approach combining sociology, psychology, anthropology, and related social and behavioral studies.

c) Orientation of outside lecturers to avoid repetition and irrelevancy.

d) Involvement of the teaching staff in the sociological, anthropological, psychological, and economic content areas in actual school situations and in the community and family life.

e) More emphasis on the diagnostic approach, i. e. the analysis of each child's behavior as an individual and not as a member of any group, the possible causes of such behavior, and the teacher's responsibilities regarding child behavior and development.

f) Demonstration of possible strategies, methods, and materials which have special application to working with disadvantaged children and youth.

g) Analysis of demonstrations in terms of their relevance to a wide variety of situations, with emphasis on the necessity for adaptation to individual conditions.

h) Participation in curriculum revision, remediation, and development of new materials.

Recommendation #2

That instructional process provide opportunity for experiential learnings.

learnings.

Proposed Steps for Implementation:

a) A teaching field experience or practicum which has direction, is involved with children who are truly disadvantaged, and has components of supervision, self-analysis, and reflection.

b) Opportunity for identifying and sharing the contributions of the participants in small group discussions.

c) Utilizing the leadership skills of the participants in conducting discussions, making presentations, and committee activities.

d) Programs of group counseling and sensitivity training to encourage self-understanding and build ego strength in participants.

e) Integration of affective, cognitive, and action components of the program, in an effort to achieve behavioral change.

f) Development of more effective supervisory processes.

RECOMMENDATIONS OF AWARE TEAMS TO FUNDING AGENCIES AND ORGANIZATIONS FOR INSTITUTES

1. That flexibility of program development be increased without detriment to goals and standards.

2. That follow-up be financed through stipends for regional reunions, travel expenses for inter-visitation of teams from different schools, and the assignment of an expert or team of researchers to investigate the effects of this type of education upon teaching behavior.

3. That action research be financed to develop new teaching strategies, methods, and materials in this field and to test their adequacy.

4. That the new para-professions of teacher-aides and teaching assistants be further explored, evaluated, and expanded, and their functions upgraded.

RECOMMENDATIONS FOR IN-SERVICE PROGRAMS IN SCHOOL SYSTEMS

In the written questionnaires, directors of school programs were asked to answer two open-minded questions, which elicited specific recommendations for the improvement and development of their programs:

> "What kinds of assistance, from what sources, do you need and want in order to improve your program?
>
> If adequate time and money were available, how would you want to evaluate your program--that is to say, what would you consider the optimum method of evaluation?"

Sixty-seven of the 89 respondents from school systems submitted suggestions in response to the first question; 74 of the 89 responded to the second. Their comments constitute, in effect, recommendations to school officials from school officials.

RECOMMENDATIONS OF SCHOOL ADMINISTRATORS TO THOSE WHO PLAN IN-SERVICE PROGRAMS

Recommendation #1

That program staff be expanded and improved.

Proposed Steps for Implementation:

a) Appointment of expert leadership, both internal and external--the latter referring to highly qualified consultants.

b) Inclusion of staff members who:

- Have knowledge of and working relationships with community agencies.
- Have experience with and interest in the creative use of teacher-aides.
- Contribute special skills, such as photography and display, for building self-concept.

Recommendation #2

That applicants be selected so as to maximize impact of training on total school situation, i.e. "train the trainers."

Proposed Steps for Implementation:

a) More emphasis upon training of instructional supervisors.

b) Inclusion of top administrative leadership in school in the same or separate programs.

c) Involvement of parents in at least some aspects of the program.

Recommendation #3

That there be closer liaison with local teacher education colleges.

Proposed Steps for Implementation:

a) Increased use of educational materials centers, if any.

b) Use of testing and research services.

Recommendation #4

That the planners familiarize themselves with promising practices developed in other school systems for teaching of the disadvantaged.

Proposed Steps for Implementation:

a) Organization of and participation in conferences with representatives of other school systems to exchange ideas and experiences, especially about curriculum development.

b) Correspondence with appropriate federal sources for relevant reports and pamphlets, particularly on new developments such as the training and utilization of new sub-professionals, and effective methods of achieving desegregation.

c) Development of appropriate bibliographies and library accessions, and use of same by planners.

Recommendation #5

That equipment be expanded and improved.

Proposed Steps for Implementation:

a) Access to new instructional materials, which have special relevance to teaching the disadvantaged, such as materials which encourage discovery and those which facilitate small group structuring and flexibility in the classroom.

b) Availability of equipment such as tape recorders, cartridge films and film projectors, and video tapes, not only in training programs, but also in individual schools for trainees to use upon their return.

Recommendation #6

That more emphasis be placed upon plans for evaluation and follow-up.

Proposed Steps for Implementation:

a) Visits by trained observation teams to each participant's school, to note results not only in the classroom but in the corridors, in the lunch room, in the extent of parent participation, and in all aspects of school life.

b) Comparison of the teaching behavior of the trainees with the behavior of a control non-trained group, before, during, and after period of training. "Interaction analysis" might be one method employed.

c) Observation of changes, if any, in attitudes of trainees toward pupils, parents, supervisors, and peers as a result of participation in the program, and also of any changes in attitude toward the trainees.

d) Quantitative and qualitative evaluation of pupil progress of those taught by enrollees when they return to their respective schools, as measured by standardized tests applied by skilled testers, and also of these pupils' behavioral patterns reported by teachers and measured by objective criteria, such as: mobility, attendance, extent of breakage, career choices.

e) Periodic interviews in depth with participants, and with appropriate colleagues, parents, pupils, community leaders.

f) Group meetings for sharing of experiences.

g) Questionnaires to a representative sampling of participants, non-participants, and those affected by the participants.

h) Combination of evaluation by outside experts and internal evaluation of those directly involved.

i) Analysis of tape recordings, planning books, diaries, and new materials developed by participants.

j) Five-year evaluation, based on both immediate and long-range objectives of the program.

RECOMMENDATIONS OF SCHOOL ADMINISTRATORS TO DIRECTORS OF IN-SERVICE PROGRAMS

Recommendation #1

That instructional content include recent research on factors which influence learning and behavior of disadvantaged youth, on guidance, on group process, on the development of instructional materials which serve the needs of the disadvantaged.

Recommendation #2

That instructional process include the establishment of a laboratory for demonstration, development, and evaluation of innovative teaching strategies.

RECOMMENDATIONS OF SCHOOL ADMINISTRATORS TO INTERNAL AND EXTERNAL SOURCES OF FUNDS FOR IN-SERVICE PROGRAMS

Recommendation #1

That financial support for this type of in-service training be expanded so as to include more teachers, supervisors, and teacher-aides as enrollees, and a higher ratio of staff to enrollees, thus facilitating more small group work.

Recommendation #2

That such programs be conducted either on released time or with stipends for the participants.

Recommendation #3

That additional funds be provided for field trips by enrollees, supervision of laboratory experiences, research, and follow-up.

Recommendation #4

That funds be made available for a model school division within each school system.

Recommendation #5

That the value of in-service courses for work with the disadvantaged be interpreted more effectively to the broader community, so that taxpayers will support adequate financing.

RECOMMENDATION FOR PROGRAMS IN INSTITUTIONS OF HIGHER LEARNING, PRIMARILY PRE-SERVICE

The directors of programs in institutions of higher learning were asked the same open-ended questions that were requested of the directors of school programs, concerning: (1) further assistance needed and (2) optimum methods of evaluation. Twenty-four of the 59 directors of college programs replied to the former, and 47 to the latter. These suggestions are, in effect, recommendations to college and university leadership from college and university leadership. To avoid repetition, only those recommendations which were unique to institutions of higher learning are reported below, although all the major categories for the school systems and most of the proposed steps for implementation were also recommended by the colleges and universities.

RECOMMENDATIONS OF TEACHER EDUCATORS TO PROGRAM PLANNERS IN INSTITUTIONS OF HIGHER LEARNING

Recommendation #1

That the ratio of staff to students be increased, so as to provide more small group work in year-round programs.

Recommendation #2

That the staff be inter-disciplinary, including anthropologists, sociologists, psychologists, and those trained in community experience, group development, medicine, and research.

Recommendation #3

That there be a larger proportion of other school personnel, such as supervisors, counselors, curriculum specialists among the enrollees, who are now preponderantly teachers.

Recommendation #4

That teacher-aides be utilized in the programs, both to assist faculty and to demonstrate the value of this para-profession.

Recommendation #5

That additional scholarships and fellowships be made available for this kind of teacher education.

Recommendation #6

That information about local anti-povery programs be made available to the director and staff so that cooperation with these programs may be fostered.

Recommendation #7

That liaison be established with the local school system, community, agencies, and indigenous poor.

Recommendation #8

That an educational resources demonstration center be established within the college or university to assist all the departments as well as the community in curriculum development for work with the disadvantaged.

Recommendation #9

That technical equipment be improved, particularly instruments for assessing language development and research equipment.

Recommendation #10

That plans for evaluation and follow-up be extensive and protracted.

Proposed Steps for Implementation

a) Continous follow-up for several years of a sample of students graduating from program.

b) Longitudinal evaluation of behavioral change in all concerned, as measured by such factors as career choices, drop-outs, and transfers.

c) More experimental studies to test innovative teaching strategies and methods, with respect to the pupils' learnings.

d) Identification of carry-over to the child's family of values derived by pupils in practicum experience.

e) Studies of perceptions teachers have of their own behavior as teachers of disadvantaged children.

f) "Matched-pairs" approach to compare extent of teacher job satisfaction, turnover rate, and change in pupil attitudes and self-concept for teachers who have had this type of training and for those who have not.

g) Study of impact of project upon total faculty and upon curriculum development in schools where enrollees teach.

RECOMMENDATIONS OF TEACHER EDUCATORS TO PROGRAM DIRECTORS IN INSTITUTIONS OF HIGHER LEARNING

Recommendation #1

That instructional content stress teaching as related to personality variables, affective aspects of learning, analysis of the special competencies required for teaching disadvantaged youth, as well as the foundations of the social and behavioral sciences.

Recommendation #2

That instructional process include smaller classes, additional field experience in disadvantaged areas, and increased supervision so as to combine field experience with analysis in depth.

RECOMMENDATIONS OF TEACHER EDUCATION TO INTERNAL AND EXTERNAL SOURCES OF FUNDS FOR INSTITUTIONS OF HIGHER LEARNING

Recommendation #1

That more financial support for this program be supplied by the college to assist in expansion and give evidence of its importance in the hierarchy of values within the institution.

Recommendation #2

That a combination of federal, state, and private financing be provided to foster cooperation and broad involvement.

CHAPTER EIGHT MAJOR FINDINGS AND THEIR IMPLICATIONS

Out of innumerable fragments of information and comment a mosaic of meaning seemed gradually to emerge. Those who had lived with the data found in the thematic patterns of response both reinforcement of long-held convictions and some new and unexpected elements. They were impressed by the values which had been derived thus far from innovative approaches to the preparation of school personnel for work with the disadvantaged, and also alerted to the urgency of unmet needs in this rapidly developing dimension of teacher education.

MAJOR FINDINGS

The purposes of the study, as listed in Chapter One were:

1) To describe selected programs designed to improve the knowledge, skills, and attitudes of school personnel for working with disadvantaged children and youth.
2) To identify unique and significant elements of such programs.
3) To develop basic concepts and guidelines for emerging programs of this type.

The major findings are presented below in relation to these objectives.

Purpose #1

To describe selected programs designed to improve the knowledge, skills, and attitudes of school personnel for working with disadvantaged children and youth.

The 22 programs described in Chapters Two and Three constitute the data related to this purpose. They were selected because they illustrate variety in approach, milieu, and structure. They prepared school personnel to work in urban settings characterized by economic, social, and educational inequality, and rural areas similarly disadvantaged. They were concerned with low-income Negroes, Indians, Spanish-Americans and Caucasians. They varied in size of enrollment, criteria for enrollee selection, location, grade span covered, number of school systems served, length of duration, and sponsorship. They all had two similar components: (1) they were all "Institute-type" programs--the only type in operation during the period of data collection--and (2) they were all devoted to the common purpose of preparing school personnel to work with disadvantaged children and youth.

The programs described were all financed either by OEO or NDEA funds.

In general the major strengths of the OEO Teacher Education Programs, as perceived by Aware Teams, lay in their high degree of innovation and flexibility, and in their responsiveness to the needs of both the participants and the community.

The principal weakness identified by the Aware Teams lay in some of the management details rather than in the conceptualization apparently related to the haste in planning required by the exigencie of getting a new program under way in time to meet urgent needs.

The innovative aspects of the programs were evident in th development of new dimensions for existing programs as well as in experimentation in entirely new directions. A dramatic example of the latter approach was experimentation in the preparation of teache aides, which gave impetus to the development of a new para-profes with both educational and economic advantages. The educational ad tages lie in freeing the teacher to function at the level of his profes skills and in increasing the proportion of concerned adults to childr the classroom. This is of particular importance to disadvantaged c ren for whom individualized concern is essential. The economic ad tage lies in the creation of a new job market. Moreover, this type semi-skilled job cannot easily be automated out of existence. Mach can never be substituted for human care of human beings. One diffi faced by unskilled workers in the past has been that the serving pro sions have offered few opportunities for any but the highly skilled.

Flexibility--a quality frequently requested by participant other types of programs studied--was evident not only in the design the OEO programs but also in the multi-level composition of the en group. No rigid requirements ruled out the combined attendance of ministrators, teachers, counselors, and teacher-aides.

The major strength of the NDEA Institutes for Teachers Disadvantaged Youth, as perceived by Aware Teams, lay in their s focus and sense of direction.

These institutes suffered to some extent from the faults of their own virtues. The sound conceptual framework within which they operated appeared to restrict flexibility in some instances. However, directors of NDEA institutes seem to be developing a more liberal interpretation of the guidelines.

The NDEA institutes, numerous, varied, structured, and clearly focused, gave new perspectives to teacher education.

Government funds from various sources appeared to serve a catalytic function for the reeducation of experienced teachers in school systems, and the preparation of the teachers of tomorrow in colleges and universities. In both in-service and pre-service education the teaching role was analyzed within a social context, in tune with the needs of children in a changing world.

Purpose #2

To identify unique and significant elements of these programs.

The written questionnaires, enrollee responses, and reports of site visitation provide various facets of the data related to this purpose.

The significance of the programs was found not in disparate elements but rather in the felicitous combination of the cognitive, the affective, and the experiential components of the learnings. The institutes, by reason of the intensive quality of the experience, provided an excellent arena in which to observe this integrative process at work.

The following analysis deals first with the basic purposes of the programs as reported by their directors in response to Project Aware questionnaires, and next with the director plans for implementation of these purposes through instructional content and process. The participants' written responses are then analyzed in relation to these purposes. In other words, the outcomes, as perceived by the participants, are analyzed in terms of the extent to which they appeared to meet the stated goals and also in terms of the relevance and adequacy of instructional content and process toward the achievement of said goals.

A salient finding was that while the majority of directors included both "Understanding the life conditions of disadvantaged groups" and "Development of instructional skills, techniques, and materials" among their key objectives, a discrepancy appeared when they were asked to specify how they planned to implement these objectives through instructional content. There was overwhelming response to a question on the relative importance of certain program approaches for suggested items under the first category (Understandings) and meagre response for suggested items under the second category (Instructional skills, techniques and materials).

As the categories of possible content areas in the questionnaire became more and more specific in terms of application to teaching behavior, the priority in program emphasis decreased. In essence then, the directors reported a balanced intent with respect to developing new insights and new teaching behavior, but there was an imbalance with respect to the instructional undergirding of these two purposes.

A crucial test of the balance and impact of the program lies, however, not in the perceptions of the directors, but in the perceptions of the participants, themselves. Responding to two questions posed by the Aware Team, more than a thousand participants in 33 NDEA institutes wrote briefly on what they believed they had gained from the experience, and what, if anything, they would like to see changed.

Of the 6,074 comments (approximately 6 per person), 61 per cent indicated positive gains, and only 39 per cent dealt with suggested changes. The response on the positive side gives statistical support for the Aware Team's subjective analysis of the pervasive tone of the institutes visited--a sense of zeal, fervor, and rededication.

In their comments about their personal and professional gains the participants spoke twice as frequently about new understandings gained than about strategies and methods for applying these understandings to their teaching behavior.

This disproportionate response would seem to indicate that in those aspects of the total experience where instructional content was available (i.e., understandings) the program appears to have had an observable impact upon the participants, but that in those areas which were not so supported (i.e., practical application to the classroom), the impact was relatively unimpressive.

The participants' suggestions for change reinforced the need for more assistance in translating their understandings into teaching performance. Attitudinal change without behavioral change appeared to them as sterile. As many as 76 per cent of the suggested content changes were to the effect that more emphasis should be placed on strategies, techniques, and materials for practical application of new insights to the classroom.

In the absence of content of this type 31 per cent of the comments on procedural change called for closely-supervised field experience (practicum). Pending the development of new educational resources for work with the disadvantaged, participants seemed to be requesting more experiential learnings so that they could develop (under skillful supervision) their own strategies, techniques, and materials in an actual teaching situation where innovation was not only possible but encouraged.

This was not a request for a shift of emphasis from understandings to techniques but rather for a balanced approach, building upon what had been accomplished, and then taking the next step. Understandings and techniques were not seen as dichotomous, but rather as interactive and mutually supportive. Understandings without specific help in translating them into teaching behavior were seen as vague and somewhat amorphous. A highly significant datum was that the participants reported a more balanced outcome as between understandings and techniques in those institutes where a practicum was included than in the institutes which lacked a practicum. This differentiation between responses in two types of institutes gives an added dimension to the modal analysis.

Purpose #3

To develop basic guidelines for emerging programs of this type.

The recommendations in Chapter Seven constitute the data related to this purpose. The findings, summarized above, suggest some new vectors in the preparation of school personnel to work with disadvantaged children and youth. They also suggest three new areas of action research:

1) The development of new strategies, techniques, and materials which are specifically designed to meet the needs of disadvantaged children in the classroom.
2) Experimentation in the use of such strategies, techniques, and materials in practicums under sensitive supervision.
3) Evaluation of such experiments under scientific controls.

The specific recommendations listed in Chapter Seven were based upon suggestions for change drawn from several sources. Consensus regarding the need for change was highest in regard to Instructional Process and Instructional Content. In fact the central tendencies of recommended changes in these two areas were similar for three types of commentators, enrollees, directors, and members of Aware teams, as they perceived the NDEA institutes.

Table 33

Changes in Instructional Process Recommended by Enrollees, Directors and Aware Teams for NDEA Institutes

	Per cent of comments		
Category N's[1]	N=1194 Enrollees	N=83 Directors	N=85 Aware Team
Recommended Changes in Process	%	%	%
Include, expand, improve field teaching experience and informal educational contacts with children	31	45	32
Teach group development, use small group discussions more extensively and effectively	18	23	18
Improve, expand, include class observations and demonstrations by master teachers	13	4	5
Negative of prior statement	1	1	-
Improve, increase field work in homes and community	12	1	9
Schedule more free time for independent study, informal sharing reflection, and socializing instead of so many formal reading and written assignments	11	17	15
Negative of prior statement, particularly socializing	2	2	-
Improve quality and relevance of lectures	9	1	9
Schedule fewer lectures	3	6	-
Other	-	-	12

---

[1] The N's equal the number of comments relating to Process not the number of respondents or the total number of comments.

The highest frequency item is identifical for all three types of observers for both Process (above) and Content (below)

Table 34

Changes in Instructional Content Recommended by Enrollees, Directors and Aware Teams for NDEA Institutes

Category N's	N=425 Enrollees	N=59 Directors	N=28 Aware Team
	Per cent of comments		
Recommended Changes in Content	%	%	%
Place more emphasis on strategies, methods and materials for practical application of new insights to teaching behavior	76	51	43
Negative of prior statement	3	3	-
Develop relevant concepts from social and behavioral sciences more effectively	17	44	41
Negative of prior statement	4	2	-
Other	-	-	15

Responding to these frequently expressed needs, the Aware Team made concrete action recommendations with proposed steps for their implementation.

Recommendation on Content

That the instructional content integrate understanding of the disadvantaged with assistance in translating such understanding into teaching behavior.

Proposed Steps for Implementation:

a) A cognitive dimension that presents facts and develops understandings vis-a-vis the disadvantaged, and moves from myth to reality.

b) A multi-disciplinary approach combining sociology, psychology, anthropology, and related social and behavioral studies.

c) Orientation of outside lecturers to avoid repetition and irrelevancy.

d) Involvement of the teaching staff in the sociological, anthropological, psychological, and economic content areas in actual school situations and in the community and family life.

e) More emphasis on the diagnostic approach, i.e. the analysis of each child's behavior as an individual not as a member of any group, the possible causes of such behavior, and the teacher's responsibilities regarding child behavior and development.

f) Demonstration of possible strategies, methods, and materials which have special application to working with disadvantaged children and youth.

g) Analysis of demonstrations in terms of their relevance to a wide variety of situations, with emphasis on the necessity for adaptation to individual conditions.

h) Participation in curriculum revision, remediation, and development of new materials.

Recommendation on Process

That instructional process provide opportunity for experiential learnings.

Proposed Steps for Implementation:

a) A teaching field experience or practicum which has direction, is involved with children who are truly disadvantaged, and has components of supervision, self-analysis and reflection.

b) Opportunity for identifying and sharing the contributions of the participants in small group discussions.

c) Utilizing the leadership skills of the participants in conducting discussions, making presentations and committee activities.

d) Programs of group counseling and sensitivity training to encourage self-understanding and build ego strength in participants.

e) Integration of affective, cognitive, and action components of the program, in an effort to achieve behavioral change.

f) Development of more effective supervisory processes.

However, Project Aware offers no blueprints of teacher education in today's world. Instead, it presents a modal analysis of divergent opinion, theories and strategies for preparing school personnel to work with disadvantaged children and youth. The majority of teacher educators, participants, and Aware Team investigators believed that cognitive, affective, and action components can be integrated most effectively through experiential learning, in closely-supervised practicums. Nevertheless, teacher educators, sensitive to the effects of environmental disadvantage upon learnings, are seeking and often finding myriad ways of assisting teachers to identify and to develop the latent potential of all children. Most educators see this as a central role of teachers and hence a highly important responsibility of teacher education.

IMPLICATIONS

It is the privilege of individuals who have been involved with a study to review the findings and evolve certain implications from them. The observations presented here are in the context of the status of teacher education programs in the country today.

Initially it appears most essential that a total restatement of the concept of the "disadvantaged child" be undertaken. The terms "culturally deprived," "socially disadvantaged," "environmentally disadvantaged," "underprivileged," and "poor" are all inadequate. One of the outcomes of the new conceptualization should be the evolution of a more accurate description of the total phenomenon of the "disadvantaged" in the American social scene.

The first focus in this statement of implications is on the content of specific programs for the professional preparation of teachers. With the whole educational spectrum in a state of ferment and with shifts in emphasis and deliberate redesign being undertaken, it would appear essential that teacher education curriculum deal intensively with the processes of change, theoretically and experimentally.

Moreover, the growth sciences--all those concerned with the mental, social, and physical aspects of development--need to be taught as integrated constructs with an emphasis on their significance for the educational process. This may mean an inter-disciplinary staff teaching sociology, anthropology, psychology, and human development--a staff which sees all these disciplines as they relate to each other and to the learning-teaching process.

The study of learning and thinking needs to be a basic component of the curriculum. An understanding of the use of language and the communication process is of vital significance to learning. New theoretical formulations and recent research in learning in the States, as well as in Europe, for example, should be included in a curriculum for teachers.

A part of the curriculum for the teaching of the disadvantaged must be a thorough knowledge and application of diagnostic principles and skills enabling the teacher to assess each individual's potential, and to use the information as a basis for designing appropriate experiences which will enable the individual to learn.

A second focus of these implications deals with the instructional process of specific programs designed to improve the knowlege, skills,and attitudes of teachers and other school personnel. The findings certainly imply that the teacher education process itself needs to have a stronger component of developing professional teaching competencies through a much wider range of "practicum," "field experiences," "student teaching," or "internships." Such experiential learning must involve a high quality of supervision and a very close-working relationship with the pre-service training staff of the institution of higher learning and the administrative, supervisory, and instructional personnel of the schools. School systems have yet to accept as part of their role, function, and responsibility the provision of supervisory assistant to the practice and field experiences of students. Providing experiences for students learning to be teachers is still considered as a "favor" extended to the cooperating colleges' teacher education programs.

Another critical element in the development of both teacher and child is the need for an awareness of self and the strengthening of self concept. The strategies for doing this should be studied by educational psychologists and incorporated in teacher education programs. The teacher who is to help the child develop ego strength needs awareness of his own person. What is he like? How can he develop self-knowledge and ego strength? Teacher education for school personnel working with the disadvantaged needs to provide the opportunity for teachers in their training to explore "self" in small group counseling, in T-group sessions, or in professional, individual counseling. Basically, teacher education must in some ways "transform" a person and this is often a shock to the individual. It is when this occurs that professional counseling is needed as well.

The instructional milieu of a program preparing teachers to work with disadvantaged children and youth appears to require a strong component of reality. Extensive participation in community activities and involvement with children and families in disadvantaged settings for a considerable period of time is essential to prevent the training from becoming an intellectual exercise on a culture island and to fit the preparation of teachers to the social context of the times. These experiences then need to be related to the child's learning processes. Moreover, the learning-teaching climate can be improved by the teacher approaching the child with a spirit of openness and a demonstration of willingness to learn from the child. The establishment of such a reciprocal relationship, particularly with disadvantaged children, enhances the opportunity for learning both for the child and the teacher.

In addition to specific "institute-type" programs, the school system itself must assume responsibility for the intensive professional development of its teachers and personnel. In a majority of cases inservice training is done in a superficial manner. Rather than a seminar or program at the opening of the school year with a speech by a guest consultant, it requires a cadre of creative, knowledgeable, nonthreatening staff members in consultative, supervisory, and training roles to evolve staff development processes. This will give school personnel the skills, the personal security, ego strength, and basic knowledge to become increasingly effective teachers in today's challenging school situations.

Continued relationships by teacher education institutions with graduates who are serving as teachers in school systems need to be developed on more than the present pivot scale. One approach is to conceive of the first-year teacher as an apprentice, an assistant, or an associate to an experienced teacher, with the college maintaining its supervisory role. The professional development of school personnel must be seen as a continuing cooperative venture between the institutions of higher learning and the schools.

Another implication of the study is the need to develop a spirit of inquiry, search, and innovation for experimenting with the organization and structure for learning. A possible approach is to evolve different kinds of school structures which are based on differentiated needs of children, such as ungraded classes. The school as a formal nine-to-three institution, with staff in the isolated roles of the teacher confined to the schoolroom and the counselor confined to the guidance office, no longer serves a high proportion of today's youth. Multi-level cooperation among administrators, teachers, and teacher-aides can give leverage to an otherwise static situation, particularly when the role of the teacher-aide is conceived as more than that of giving custodial services or performing simple clerical tasks.

Actually, an integrative approach to meeting the needs of the child goes deeply into the whole fabric of society. It requires the engagement of all segments of the institutional life of the community. Theorists and operationalists need to enter into true dialogue. The involvement of parents is a _sine qua non_ of the extended school in the context of reality. Moreover, management, labor, social work, and government all have a common stake with educators in the discovery and development of each child's latent potential.

Integration of all resources serving children and youth in single organizational complexes, is presently supported by the Office of Economic Opportunity Community Action Programs in a number of localities. These experiments in integrating functional components need to be studied and evaluated. Their strengths can then be incorporated in existing school programs, enabling a more effective utilization of all resources in the community dealing with the life and learning of the child. One of these strengths is the concept of planning _with_ the disadvantaged, rather than for the disadvantaged.

At this time in history the emphasis on special programs for the disadvantaged may have been necessary. However, eventually teacher education will have to move toward differentiated education for all teachers, with focus upon meeting the needs of all individuals as seen within their social context.

The increasingly recognized need for teacher education to be relevant to the spirit of the age demands a willingness to risk failure in order to broaden the scope of possible alternatives. The depth and pace of change in an atom-triggered world calls for a whole new ethos --one in which rigidity is a prime factor of malfunction. To live comfortably with ambiguity and yet not succumb to a sense of alienation and anomy is the modern challenge--in school and in society.

APPENDICES

APPENDIX A	ADVISORY COMMITTEE
APPENDIX B	SPECIALISTS
APPENDIX C	STAFF
APPENDIX D	LETTER OF TRANSMITTAL FOR QUESTIONNAIRES
APPENDIX E	QUESTIONNAIRE FORM A—TOTAL APPROACH OF SCHOOL SYSTEMS
APPENDIX F	QUESTIONNAIRE FORM A—TOTAL APPROACH OF INSTITUTIONS OF HIGHER LEARNING
APPENDIX G	QUESTIONNAIRE FORM B—SPECIFIC PROGRAMS
APPENDIX H	GUIDELINES FOR AWARE TEAM SITE VISITS
APPENDIX I	SITES VISITED
APPENDIX J	NDEA INSTITUTES FOR TEACHERS OF DISADVANTAGED YOUTH—SUMMER 1965 A SUMMARY OF DIRECTORS' FINAL REPORTS by Louis Urgo and Roderick Hilsinger
APPENDIX K	RESPONSES TO QUESTIONNAIRES ON SPECIFIC PROGRAMS (FORM B)
APPENDIX L	RELATIVE IMPORTANCE OF INSTRUCTIONAL CONTENT AREAS (FORM B)

APPENDIX A

PROJECT AWARE ADVISORY COMMITTEE

Mario Anglada
Deputy Secretary of Education
Department of Education
Hato Rey, Puerto Rico

Elmer J. Clark
Dean
School of Education
Southern Illinois University
Carbondale, Illinois

Martin Deutsch
Director
Department of Developmental Studies
New York Medical School
New York, New York

Vernon Haubrich
Associate Professor of Education
Teachers College, Columbia University
New York, New York

William Kvaraceus
Director, Youth Studies
Lincoln-Filene Center
Tufts University
Medford, Massachusetts

Richard E. Lawrence
Associate Secretary
American Association for Colleges
of Teacher Education
Washington, D.C.

Samuel Levine
Director
Bureau of Educational Research
San Francisco State College
San Francisco, California

Virginia Love
Professor of Education
Austin College
Sherman, Texas

Bertrand Phillips
Dean of Students
Tuskegee Institute
Tuskegee, Alabama

Daniel Schreiber
Assistant Superintendent
New York City Board of Education
New York, New York

James R. Tanner
Assistant Superintendent
Board of Education
Cleveland, Ohio

Herbert Zimiles
Chairman
Research Programs
Bank Street College of Education
New York, New York

APPENDIX B

AWARE TEAM SPECIALISTS

LeRoy Bowman
Professor Emeritus of Sociology
Brooklyn College
Brooklyn, New York

Paul Cooke
Professor of English
District of Columbia Teachers College
Washington, D. C.

Larry Cuban
Project Director
Cardoza Project in Urban Teaching
Board of Education
Washington, D. C.

Robert Groeschell
Director of Elementary Education
Division of Curriculum & Instruction
Office of the Superintendent of
Public Instruction
Olympia, Washington

Theresa Held
Vice-Principal
Canarsie High School
New York City Board of Education
New York, New York

Jacob Landers
Assistant Superintendent in
Charge of School Integration
New York City Board of Education
New York, New York

Norman W. Nickens
Assistant Superintendent
Model School Division
Board of Education
Washington, D. C.

Jane O'Connor
Senior Consultant
Educational Resources Center
Bank Street College of Education
New York, New York

Margaret N. Rowley
Director
The Joseph Kaplan Human
Relations Program
Morris Brown College
Atlanta, Georgia

APPENDIX C

STAFF OF PROJECT AWARE

PROFESSIONAL STAFF OF PROJECT AWARE

Gordon J. Klopf,* Director
Garda W. Bowman,* Research Coordinator
Lodema Burrows,* Editorial Associate
Clementine Wheeler,* Editorial Associate

PROFESSIONAL STAFF FOR SPECIAL PHASES OF PROJECT

Research and Editorial Assistants

Robert J. Bentley*
Claude A. Burrows
Diana P. Cook
Vida Feinstein
Mildred Huberman*
Douglas O'Connor
Rose Rapoport*
Ruth C. Resch*
Sterling Rogers
Richard Strier
Mignon Swihart*
Leontine Zimiles

Consultants

John L. Gray
Elizabeth Gilkeson
Martin Haberman
Rose Risikoff
Caryl Steere
Joseph Steere

SECRETARIAL AND CLERICAL STAFF OF PROJECT

Sonia Bernard
Alan Frisher
Frima Frumes
Mildred Gold
Lillian Lawson
Barbara Pushkin
Elizabeth Rapoport
Jack Reynolds
Fred Richardson
Irene Taylor
Evelyn Tepper

---

*Served on Visitation Teams

APPENDIX D LETTER OF TRANSMITTAL FOR QUESTIONNAIRES

50TH ANNIVERSARY FUND

Bank Street College of Education

69 BANK STREET, NEW YORK, N. Y. 10014 CHELSEA 3-4903

103 East 125th Street
New York, N. Y. 10035
Phone: 831-3963
831-3962
831-3080

PROJECT AWARE

A Study of the Preparation of School Personnel for Working with Disadvantaged Children and Youth

ADVISORY COMMITTEE

Elmer Clark
School of Education
Southern Illinois University
Carbondale, Illinois

Martin Deutsch
Department of Development Studies
New York Medical College
New York, N. Y.

Vernon Haubrich
Department of Education
State College
Bellingham, Washington

William Kvaraceus
Tufts University
Boston, Massachusetts

Richard Lawrence
American Association of Colleges of Teacher Education
Washington, D.C.

Samuel Levine
Bureau of Educational Research
San Francisco State College
San Francisco, California

Virginia Love
Austin College
Sherman, Texas

Bertrand Phillips
Tuskegee Institute
Tuskegee, Alabama

Daniel Schreiber
School Drop-Out Project
National Education Association
Washington, D.C.

James Tanner
Board of Education
Cleveland, Ohio

PROJECT STAFF

Gordon Klopf, *Director*
Garda Bowman, *Research Coordinator*
Rose Rapoport, *Research Assistant*
Clementene Wheeler, *Editorial Associate*
Lodema Burrows, *Editorial Assistant*
Fred Richardson, *Administrative Assistant*

July, 1965

To: Deans of Colleges of Education and Chairman of Departments of Education (or the Liaison Person Designated for PROJECT AWARE)

From: Gordon J. Klopf, Project Director

As indicated in my memorandum of June 17, the U.S. Office of Economic Opportunity and the staff of the U.S. Office of Education have requested Bank Street College of Education to conduct a study of existing programs designed to improve the knowledge, skills and understanding of those who work with disadvantaged youth in a school setting. A duplicate copy of the brief description of the Project is enclosed.

One of the four types of programs to be studied is teacher education in institutions of higher learning. We turn to you for information about the nature and extent of the preparation of teachers for work with the disadvantaged, as it has been developed in your institution.

While we are not evaluating your program, we are most interested in your own evaluation of it. We want to share the major strengths of your program, as identified by you, with others who are teaching teachers of the disadvantaged.

We will appreciate your having the enclosed questionnaires filled out by the appropriate person(s) and returned to us no later than August 9. Form A is for the whole institution. Only one copy need be returned to us. Form B is for each specific program of this nature. Two copies are sent in the event that you have more than one such program. More copies are available upon request.

Only the over-all statistics will be included in the final report. Individual colleges and universities will not be identified without your explicit permission. The name of the respondent is requested in order that we may establish direct communication with you for purposes of follow-up. The general findings will be distributed to all education departments and institutions throughout the country.

We hope that a descriptive analysis of programs, practices and concepts in this rapidly developing area of teacher education will be useful as institutions of higher learning develop plans for the Spring term of 1966 and the school year of 1966-67. Our final report is due in the Fall of 1965. We look forward to hearing from you soon.

Please return questionnaires in enclosed envelopes addressed to Machine Tabulating Company.

PROJECT AWARE WILL BE CONDUCTED BY THE BANK STREET COLLEGE OF EDUCATION FOR THE U.S. OFFICE OF ECONOMIC OPPORTUNITY IN COOPERATION WITH THE STAFF OF THE U.S. OFFICE OF EDUCATION.

APPENDIX E

PROJECT AWARE Form A: **FOR TOTAL SCHOOL SYSTEM**

conducted for the U.S. Office of
Economic Opportunity and the staff of
the U.S. Office of Education by
Bank Street College of Education

Project location:
103 East 125th Street
New York, N. Y. 10035

A STUDY OF THE PREPARATION OF SCHOOL PERSONNEL FOR WORKING WITH DISADVANTAGED CHILDREN AND YOUTH

Name of Superintendent: ____________________

Name and Address of School System: ____________________

____

____

Number of Pupils in school population.................................______

Number of full-time Class-room Teachers.............................______

Number of Principals..______

Please check as many of the following items as apply to the area served by your school system:

1. Urban neighborhoods characterized by low family income, sub-standard and over-crowded housing, and other evidence of economic deprivation.______
2. Rural communities with similar characteristics......................______
3. Migratory workers..______
4. Large proportion of various ethnic groups:
   a. Indians...______
   b. Spanish-speaking Americans..______
   c. Negroes...______
   d. Orientals...______
   e. Others, please specify____________________

Please check as many of the following statements as apply to your school system:

1. We operate special program(s) for preparation of school personnel for working with the disadvantaged.................................______
   If checked, how many such programs?.................................______
   (Fill out Form B for EACH special program)

2. We incorporate such education into our over-all in-service program...______

   (If checked, please describe HOW this is done on reverse side of page)

3. We plan to develop a special program for this purpose in: 1965-66 ______
   1966-67 ______

4. We see no need for such education....................................______

Name and Title of Respondent: ____________________

Date Questionnaire Completed: ____________________

APPENDIX F

PROJECT AWARE

Form A: **FOR OVERALL APPROACH OF COLLEGE OR DEPARTMENT**

conducted for the U.S. Office of
Economic Opportunity and the staff of
the U.S. Office of Education by
Bank Street College of Education

Project location:
103 East 125th Street
New York, N. Y. 10035

A STUDY OF THE PREPARATION OF SCHOOL PERSONNEL FOR WORKING WITH DISADVANTAGED CHILDREN AND YOUTH

Name of Dean of College of Education or Chairman of Education Department: __________

____

Name and Address of Institution of Higher Learning: ______________________

____

____

Number of Students.. ________

Number of full-time Faculty.. ________

Please check as many of the following items as apply to the area(s) in which the majority of your students teach after graduation:

1. Urban neighborhoods characterized by low family income, sub-standard and over-crowded housing, and other evidence of economic deprivation. ________
2. Rural communities with similar characteristics........................ ________
3. Migratory workers.. ________
4. Large proportion of various ethnic groups:
    - a. Indians.. ________
    - b. Spanish-speaking Americans................................ ________
    - c. Negroes.. ________
    - d. Orientals.. ________
    - e. Other, please specify ______________________________

Please check as many of the following statements as apply to your college or department:

1. We operate special program(s) for preparation of school personnel for working with the disadvantaged ________. If checked, how many such programs? ________. (Fill out Form B for EACH special program)

2. We incorporate such education into our over-all teacher education..... ________
(If checked, please describe how this is done on reverse side of page)

3. We plan to develop a special program for this purpose in: 1965-66 ________
1966-67 ________

4. We see no need for such education....................................... ________

Name and Title of Respondent: ______________________________

Date Questionnaire Completed: ______________________

APPENDIX G

PROJECT AWARE

conducted for the U.S. Office of
Economic Opportunity and the staff of
the U.S. Office of Education by
Bank Street College of Education

Form B: **FOR SPECIFIC PROGRAMS**
(Prepare separate form for
each program)
Project location:
103 East 125th Street
New York, N. Y. 10035

A STUDY OF THE PREPARATION OF SCHOOL PERSONNEL
FOR WORKING WITH DISADVANTAGED CHILDREN AND YOUTH

Title or Description of Specific Program: ______________________
Name and Address of Sponsoring Institution of Higher Learning or School System: ______
____
____

I. RATIONALE FOR PROGRAM

A. Focus: Preparation of School Personnel for Working: (Check as many as apply)
1. In urban areas characterized by low family income, substandard and overcrowded housing, and other evidence of economic deprivation.........______
2. In rural communities with similar characteristics......................______
3. With migratory workers...______
4. With various ethnic groups:
    a. Indians______
    b. Spanish-speaking Americans______
    c. Negroes______
    d. Orientals______
    e. Other, specify: ______________

B. Purpose (Check those which apply to your program. Double check those which are important. Triple check key items)
1. Curriculum development and revision...................................______
2. Development/improvement instructional skills, techniques and materials..______
3. Understanding culture and life conditions of various disadvantaged groups..______
4. Attitudinal and behaviorial change of enrollees.......................______
5. Research......______.
6. Other, specify______________________
____

II. ORGANIZATIONAL DATA

A. Length and Time of Program
1. # of hours per week......______
2. (if of brief duration):
    # of weeks of operation..______
3. (if of long duration):
    # of months of operation.______
4. Held during summer, 1965........______
5. Held during school or college year '64-'65............______
6. If an on-going program, give date when it started operation..______

B. Number and Type of Enrollees
1. Total enrollment.........______
2. # of eligible applicants not accepted............______
3. # of Teachers (accepted)..______
4. # of Administrators............______
5. # of Counsellors, Social Workers, Psychologists, etc.....______
6. Others, specify______________

C. Selection of Enrollees (Check as many as apply)
1. Criteria for Eligibility and/or Selection
    a. Academic record.......______
    b. Experience with disadvantaged.........______
    c. Appointment to work with disadvantaged....______
    d. Apparent commitment to goals of program...............______
    e. Superior's recommendation.......______
    f. Other, specify______________
    ____
2. Procedure
    a. Application form......______
    b. Essay revealing interests, values and personality.......______
    c. Interviews......................______
    d. References......................______
    e. Other, specify______________
    ____

D. Professional Staff Working Directly with Enrollees
1. How many: In all_____ Full time_____ Part time_____ Visiting lecturers______
2. Ratio full time equivalent professionals to students.................______
3. Was experience with and knowledge of disadvantaged groups decisive in selection of staff?.................................Yes______ No______

E. Credit
1. Is credit given for completion of program?...............Yes______ No______
    a. Toward Salary Increment...______
    b. Toward Degree..............______ What Degrees..................______

F. Source of Funds
Please enter the % of funds provided by each of the following:
1. Government Funds
    a. Federal (specify agency)
    ______________..______%
    b. State....................______%
    c. County...................______%
    d. Municipal................______%
2. Foundation Grants.............______%
3. Sponsoring Institute or Agency.........................______%
4. Others, specify______________...______%
______________________...______%

Total Budget $______________________

G. Training of Sub-Professionals (Such as Teacher's Aides)
Do you train sub-professionals to work with the disadvantaged? Yes_____ No______
If yes, describe:

H. Cooperation with O.E.O. Programs (Such as Headstart and other Community Action Programs, Job Corps, Youth Corps, etc.)
List programs with which you cooperate, if any, and specify forms of cooperation:

III. CONTENT
(Listed below are 7 major content areas with specific aspects under each, as observed by project teams in site visitations. Check those aspects which are covered in your Program. Double check those which are important. Triple check the key items.)

A. Understanding Disadvantaged Children and Youth
1. Culture and traditions of various disadvantaged groups
   a. in general...______
   b. for those groups with which majority of enrollees will be working______
2. Life conditions of economically deprived
   a. the world over..______
   b. for those groups with which majority of enrollees will be working______
3. How environmental conditioning may affect:
   a. Hopes and expectations.._____
   b. Self-image............_____
   c. Communication skills..........______
   d. Variety of behavior patterns..______
4. How accepting or rejecting attitudes of teachers, often at unconscious level, may affect motivation and learning of children and youth...______
5. Other, specify____

B. Situational Factors of Concern to Teachers
1. Family life..............._____
2. Peer groups..............._____
3. Social structure and stratification............_____
4. Community organization....._____
5. School-community relations._____
6. Group process.................______
7. Analysis of social conflict...______
8. Youth in an era of rapid technological change..........______
9. Other, specify__________________
____

C. Professional Competence of Teachers of the Disadvantaged
1. The need for self understanding as essential to understanding and relating to others...______
2. The need for developing ego strength so as to deal effectively with the wide variety of environmentally conditioned behavior......______
3. Self insights as to gratifications and unique satisfactions each individual seeks from teaching...............................______
4. Others, specify____
____

D. Conceptual Framework
1. The interests-and-needs approach.................................______
2. The evolving curriculum based on day-to-day experience...........______
3. Strategies for developing values consistent with the needs of present-day democratic society....................................______
4. Strategies for bringing about behavior changes consonant with such values..______
5. Use of symbolism in instructional materials......................______
6. Emphasis upon discovery by children through experiments and problem solving as opposed to being told..........................______
7. Attention to individual growth patterns..........................______
8. Concept that every teacher is also a counselor...................______
9. Others, specify____
____

E. Instructional Techniques
1. Team teaching.............._____
2. Teacher-pupil planning and evaluation............_____
3. Establishing the work climate..................._____
4. Field trips..............._____
5. Project-centered learning.._____
6. Committee activity and special assignments........_____
7. Discussion techniques.........______
8. Programmed teaching...........______
9. Role playing..................______
10. Structured and dramatic presentations.................______
11. Films, television and other media...................______
12. Others, specify________________
____

F. Instructional Materials
1. Testing existing materials._____
2. Developing new materials..._____
3. Other, specify__________________
____

G. Special Subject Matter Enrollees Are Being Prepared to Teach
1. Reading....................____
2. English as a Foreign Language..................____
3. Modern Foreign Languages...____
4. Social Studies.............____
5. Science....................____
6. Mathematics...................____
7. Geography.....................____
8. Educational Media.............____
9. Other, specify____

H. Other Major Content Area(s) Specify:

IV. INSTRUCTIONAL PROCESS
(Listed below are some instructional procedures observed by project teams in site visits. Check those which are used in your Program. Double check those which are important. Triple check those which are key items.)

A. Specific Procedures
1. Lectures by visitors.............____
2. Lectures by Program faculty......____
3. General discussion...............____
4. Small group discussion...........____
5. Group counseling sessions........____
6. T-groups for self awareness......____
7. Field trips for observation of community.....................____
8. Field experience with involvement in community activities..........____
9. Field experience in teaching.....____
10. Practicum (Closely supervised teaching and/or counseling)......____
11. Home visits................____
12. Case studies...............____
13. Research...................____
14. Reports of reading.........____
15. Preparation of papers......____
16. Preparation of daily log...____
17. Individual conferences.....____
18. Scheduled study time.......____
19. Free time for socializing and recreation............____
20. Other, specify____

B. Which of the above do you use to help enrollees perceive the relationship of new concepts to new experiences, thus integrating them into a meaningful whole? (Give numbers for A above) ____
Other methods, specify ____

V. METHODS OF PROGRAM EVALUATION USED

A. Feed-Back from Enrollees during Program (Check as many as apply)
1. Written.......____ How often____
2. Discussion....____ How often____
3. Faculty present? Yes____ No____
Is feed-back an important consideration in developing Program? Yes____ No____
If Yes, what specific changes resulted?

B. Plan for Follow-Up with Enrollees after Program (Check as many as apply)
If you have a plan for follow-up, does it include:
1. Personal contacts...............____
2. Letter or questionnaire..........____
3. Class visitation.................____
4. Group reunion..............____
5. Other, specify____
Is follow-up an important consideration for future Program development?
Yes____ No____

C. Evaluation of Program by Professional Staff
1. Written..........................____ How often____
2. In staff meetings................____ How often____
Is staff evaluation an important consideration in developing Program?
Yes____ No____
If Yes, what specific changes resulted?

D. Optimum Method of Evaluation

If adequate time and money were available, how would you want to evaluate your Program?

TITLE OF PROGRAM:____________________
SCHOOL OR INSTITUTION:____________________
COMMUNITY:____________________

VI. EVALUATION OF PROGRAM BY ADMINISTRATOR

A. What do you see as the main strengths of your Program?*

B. What, if anything, would you add, omit or change if you were starting again?

C. Why would you make such changes?

D. What kinds of assistance, from what sources, do you need and want in order to improve your Program?

(Attach additional sheets, if necessary)

NAME OF RESPONDENT: ____________________ DATE QUESTIONNAIRE
TITLE OF RESPONDENT: ____________________ COMPLETED:__________

---

*A purpose of the study is to share the strengths of each program, as identified by its administrator, with others responsible for similar approaches to teacher education.

APPENDIX H

GUIDELINES FOR AWARE TEAM SITE VISITS

I. USE OF INTERVIEW SCHEDULES

The climate is essential. Though the team chairman's introduction would, hopefully, establish rapport, it is the responsibility of the whole team to maintain a non-threatening atmosphere.

The basic question will undoubtedly lead to many sub-questions and to a general give and take.

All basic questions should be covered eventually, in whatever order seems best.

The questions should be expressed in the interviewer's own words to fit the situation. All that matters is that the content be covered for the purposes of reporting.

The minimum time for the interview with enrollees is one hour—preferably one and a half to two hours.

The minimum time for the interview with the professional staff is two hours—preferably two and a half hours.

To avoid broad generalizations, it is important to ask for CONCRETE EXAMPLES. The reverse is also effective, moving from the specific to the theoretical. In either sequence, specificity is essential.

Within these limits, the interviewers should allow the interviews to be free flowing and should conduct them in their own style, in the light of the local situation.

II. GROUP INTERVIEW WITH PROFESSIONAL STAFF

First, establish rapport.

Then, ask group to identify themselves by name, professional role, and the nature and extent of their experiences with the disadvantaged.

A. BASIC QUESTIONS FOR DISCUSSION

1. Do you think the actual program has been effectively related so far, to the stated objectives, and to the needs and expectations of the enrollees?

   Some possible sub-questions:

   a. On what changes in behavior do you base these judgments?

   b. Which of your purposes can be analyzed objectively?

   c. Have any basic needs of the teachers of the disadvantaged, not previously perceived or anticipated, been identified?

   d. How were these needs assessed?

   e. What changes were made in program objectives and procedures as a result of this assessment?

   f. What provisions for follow-up do you have?

2. In what ways do you think this program differs from effective teacher education in general?

3. What do you see as the main strengths of the program?

4. What would you change if you were starting again?

   Possible sub-questions if response warrants deeper probing:

   On Organization

   a. How many eligible candidates had to be turned away, if any?

   b. Did you get the kind of information needed to select participants?

   c. Were internal procedures for screening applicants adequate?

On Content

a. What would you add or omit in content covered?

b. Were the various fields of study presented integrated into a meaningful whole? How?

c. Was there an amphasis on the need to develop ego strength so as to deal effectively with the wide variety of environmentally conditioned behavior?

d. What is the role of the committed innovator in the field?

On Affect

a. Do you believe the concepts and experiences have been internalized by the enrollees to any extent, thus far?

b. Do any of them voice new questions, express new concepts, show evidence of any new self-awareness? If so, give examples.

III. GROUP INTERVIEWS WITH ENROLLEES

Preferably not more than 10 in a group.

No staff or faculty present.

Team chairman's introduction should establish a climate valuing direct, honest communication and counteracting the image of an "inspector general."

Group may be asked to introduce themselves, when and if appropriate.

A. BRIEF WRITTEN RESPONSES (not more than ten minutes in all). Before discussion begins, written response to the following questions should be requested:

1. List understandings and techniques you have gained thus far.
2. What changes would you make if you were planning such a program?

B. BASIC QUESTIONS FOR GENERAL DISCUSSION

Amplification of above, then:

1. What did you expect or hope to get out of this experience?
2. What do you see as the main strengths of this program?
3. What specific kinds of help, if any, would you like to have after the program, when you try to put your new knowledge into day-by-day practice?

C. RATIONALE FOR QUESTIONS

The written questions serve to provide a direct response from each enrollee, uninfluenced by the first responders who tend to set the tone. Please send these written responses with your report.

Answers to the question about understandings and techniques may be revealing in terms of which of the two parts of the question the respondents stress in their replies.

VI. AWARE TEAM'S REACTIONS TO PROGRAM IN ACTION

This is not an evaluation of the program as good, bad, or indifferent. It is an analysis of the various elements of the program as they relate to 1) the stated objectives, and 2) the apparent needs and expectations of the enrollees. This constitutes the team's perception of the program, based on both observations and interviews.

A. TOPICS TO COVER IN REPORT:

1. Main Strengths of Program.
2. Aspects of Program which Might Be Changed—and WHY?
3. Conditions (Ratio of Staff to Enrollees, Span of Grade Levels, Length of Program, etc.) as related to Purpose and Needs.
4. Cognitive Aspects of Program as Related to Purpose and Needs.
5. Affective Aspects: i.e., the Total Experience and Its Apparent Relationship to Enrollee's Attitudes and Behavior.
6. A Frankly Subjective Analysis of the Tone of the Program.
7. Other Comments or Recommendations.

When team's perception of any aspect of the program differs substantially from that of enrollees and/or staff, this difference should be indicated and possible causal factors suggested.

APPENDIX I

PROJECT AWARE SITE VISITS

I. OFFICE OF ECONOMIC OPPORTUNITY TEACHER EDUCATION PROGRAMS SPONSORING INSTITUTIONS

ARIZONA

Arizona State College
Tempe

CALIFORNIA

University of California Extension
Riverside

Santa Clara County Economic Opportunity Commission
San Jose

MASSACHUSETTS

Harvard University and Action for Boston Community Development
Boston

Garland Junior College and Action for Boston Community Development
Boston

MICHIGAN

Wayne State University and Detroit School System
Detroit

NEW JERSEY

Princeton University and Trenton School System
Trenton

NEW YORK

Syracuse Crusade for Freedom
Syracuse

OREGON

University of Oregon[1]
Tongue Point, Astoria

PENNSYLVANIA

University of Pittsburgh and Pittsburgh Public Schools
Pittsburgh

TENNESSEE

George Peabody College
Nashville

WISCONSIN

Dominican College[2]
Racine

University of Wisconsin
Stevens Point

---

[1] Job Corps Center (visited, though not a teacher education program, to observe another dimension of the needs of disadvantaged youth).

[2] Financed by OEO and NDEA

II. NATIONAL DEFENSE EDUCATION ACT INSTITUTES FOR TEACHERS OF DISADVANTAGED YOUTH SPONSORING INSTITUTIONS

ALABAMA

Tuskegee Institute
Tuskegee

CALIFORNIA

California State College
Los Angeles

College of Notre Dame
Belmont

San Diego State College
San Diego

San Fernando Valley State College
Northridge

San Francisco State College
San Francisco

DISTRICT OF COLUMBIA

District of Columbia Teachers College
Washington

FLORIDA

Bethune-Cookman College
Daytona Beach

University of Miami
Coral Gables

ILLINOIS

Northwestern University
Evanston

INDIANA

Ball State University
Muncie

KANSAS

Washburn University of Topeka
Topeka

MAINE

University of Maine
Orono

MARYLAND

Coppin State College
Baltimore

Goucher College
Towson

University of Maryland
College Park

MASSACHUSETTS

Tufts University
Medford

MICHIGAN

Wayne State University
Detroit

MISSISSIPPI

Jackson State College
Jackson

II. SPONSORING INSTITUTIONS (Cont'd)

MISSOURI

Washington University
St. Louis

MONTANA

Western Montana College
Dillon

NEBRASKA

Municipal University of Omaha
Omaha

NEW JERSEY

Glassboro State College
Glassboro

NEW YORK

City University of New York
Brooklyn College
Brooklyn

City University of New York
Hunter College
New York

Hofstra University
Hempstead

New York Medical College
New York

NORTH CAROLINA

Western Carolina College
Cullowhee

OHIO

Bowling Green State University
Bowling Green

PENNSYLVANIA

Pennsylvania State University
University Park

PUERTO RICO

University of Puerto Rico
Rio Piedras

RHODE ISLAND

Rhode Island College
Providence

TEXAS

University of Texas
Austin

WASHINGTON

Western Washington State College
Bellingham

WISCONSIN

Dominican College[3]
Racine

---

[3] Financed by both OEO and NDEA

III. IN-SERVICE PROGRAMS IN SCHOOL SYSTEMS

CALIFORNIA

Los Angeles Board of Education

San Francisco Board of Education

ILLINOIS

Chicago Board of Education

MASSACHUSETTS

Boston (A.B.C.D.) and Boston Schools

MICHIGAN

Detroit Board of Education

OHIO

Cleveland Board of Education

PENNSYLVANIA

Pittsburgh Board of Education

PUERTO RICO

Commonwealth of Puerto Rico, Department of Instruction

TEXAS

Fort Worth, Texas Board of Education

IV. COLLEGE & UNIVERSITY PROGRAMS

MASSACHUSETTS

Harvard University—Center for Research & Development on Educational Differences, Cambridge

OHIO

John Carrol University, Cleveland

TENNESSEE

University of Tennessee, Knoxville

APPENDIX J

NDEA INSTITUTES FOR TEACHERS OF DISADVANTAGED YOUTH

A SUMMARY OF DIRECTORS' FINAL REPORTS SUMMER 1965

by Louis Urgo and Roderick Hilsinger

During the summer of 1965 the U.S. Office of Education contracted with 61 institutions of higher education for the operation of Institutes for Teachers of Disadvantaged Youth, under Title XI of the National Defense Education Act, 1964 Amendments. Upon completion of each institute the director submitted a Final Report to the Division of Educational Personnel Training, U.S.O.E. In addition to supplying statistical information, each director was requested to use the report as "an opportunity to make a full statement on, and appraisal of his institute." By categorizing their statements according to the comments most frequently expressed, we have attempted to summarize their evaluations. Interpretations and judgments about their comments have been avoided wherever possible.

QUANTITATIVE CHARACTERISTICS

General Classification

The 61 summer institutes can be readily classified in four ways.

1. School population served by participants:

urban	42	rural	7	urban and rural	12

2. Participant groups in institutes:

teachers and supervisors	30	teachers only	31

3. Grade level served by participants:

preschool	6
preschool through grade 6	17
preschool through grade 9	8
preschool through grade 12	16
grades 7 through 12	14

4. Major curricular focus of institutes:

language arts, English and/or reading	10
other academic fields (mathematics, social studies, Spanish, and various combinations of these with language arts)	5
general (not focused on specific instruction in subject matter fields)	46

Participants

1. Applications:

inquiries	40,606
applications sent out	33,834
applications completed	16,268
institute participants	2,290[1]
percent applying to only one NDEA institute	70%
percent applying to two NDEA institutes	15%
percent applying to three NDEA institutes	8%

---

[1] Based on 59 Final Reports received out of a possible 61. The two institutes not included had 98 participants. The true number of participants is actually 2,388, but percentages are based on the 2,290 figure.

2. Age ranges:

20 to 29	26%	35 to 44	32%
30 to 34	21%	over 45	21%

3. Sex and marital status:

females	59%	married	69%
males	41%	single	31%

4. Previous education:

less than a bachelor's degree	1%
bachelor's degree	66%
master's degree	26%
more than a master's degree	2%

5. Previous employment:

   a. Years of teaching experience:

less than three years	20%
four to five years	16%
six to ten years	27%
more than ten years	37%

   b. School enrollments represented by participants:

less than 500	30%
500 to 1000	31%
more than 1000	39%

   c. Type of schools represented by participants:

public school	95%
private school	5%

6. Academic credit and advanced degrees:

working for academic credit	96%
apply institute credit toward degree	46%

Faculty

1. Source of Faculty:

institution of higher education	66%
other (elementary or secondary school, state or private agencies)	34%
institution conducting institute	50%
visiting faculty from other institutions	50%

2. Percent of faculty participation in institutes:

full-time in institute	50%
part-time (range: 1/8 to 4/5)	50%

3. Faculty-student ratios:

mean ratio of full-time equivalent faculty members to participants	1:10
range of full-time equivalent faculty to participants	1:4 to 1:28

4. Visiting lecturers or consultants:

mean number of visiting lecturers per institute	9
range of visiting lecturers per institute	2 to 23

DIRECTORS' COMMENTS

Since the primary purpose of the final report was to obtain the directors' evaluation of his institute, freedom was given to each director to select those aspects which he felt most pertinent to his evaluation. The U.S. Office of Education memorandum dealing with the final report did suggest 20 items as examples of relevant evaluative issues, but it did not restrict the director to that list. While most directors followed the suggested 20 items, many initiated their own revisions allocating great differences in the space and emphasis they gave to each. In this chapter attention is focused on those issues which were repeatedly stressed by directors or in which there was a substantial amount of disagreement.

The issues which dominated the directors' discussion are divided into two categories: Personnel and Program. The numbers in parentheses after each of the following headings indicate how many directors responded to the issue.

Personnel

A. Participants

1. Quality of participants (25)

Twenty-two expressed concernforthe lack of intellectual sophistication of school teachers and had major reservations about the selection process used to choose their participants. They indicated that recommendations from supervisors were too general and usually omitted any weakness. They wanted a more scientific screening device with more precise questions. They preferred personal interviews with their final candidates and more evidence of each applicant's ability to express himself in writing. They questioned the idea of selecting on the basis of "paper credentials" in favor of recruitment of promising individuals. Five felt that younger teachers profited more from the institutes, and three thought their high admission standards eliminated the very teachers they were contracting to help—those in the poorer schools.

2. Local vs. national selection (35)

Twenty-eight directors indicated that selecting a team of participants (principals, counselors, key teachers) from each of several selected local schools is preferable to a national representation because it promotes better pre-planning, establishes more lasting school-college cooperation, eliminates the necessity of selection solely by "paper credentials," greatly increases reinforcement during and after the institute, and allows for a more effective follow-up.

Five directors thought that national representation of individuals was superior because of its cross-fertilization effects. Two would use teams of teachers and supervisors from the same schools, but would have a national representation of schools.

3. Supervisors and teachers vs. teachers only (34)

Thirty would add more supervisors and administrators in another institute; most would team these with teachers from the same school. Two saw a need for a separate institute for administrators, and two thought that administrators should be excluded from institutes.

B. Faculty

1. Institute staffing patterns

Ten directors would have included more secondary school "master" teachers on their faculty. Six emphasized that the major strength of the institute was the interdisciplinary nature of its faculty. Seven felt that visiting staff are necessary but stressed that they should be full-time in the institute; one said, "Qualifications are more important than the question of visiting vs. local faculty." Two indicated that local staff facilitated pre-planning and follow-up.

2. Full-time vs. part-time faculty (24)

Twenty-four directors preferred full to part-time faculty because they were more available to participants, provided better integration of courses, facilitated a "total institute experience," could be more easily oriented in a "team approach," and insured easier communication. These directors felt that part-time faculty had difficulty in identifying with the institute. Three required all staff to be present at all institute courses and activities.

3. Guest lecturers (24)

While the average institute had nine guest lecturers for a day or less, ten directors felt that fewer outside lecturers for longer periods of time would be more beneficial. Eleven others, along with most of the previous ten, stressed that speakers should be scheduled more appropriately so that their contributions could coincide with the current phase of the institute's instruction. They also felt that lecturers should have advance notice of what this phase would be, and that participants should have better preparation on the lecturer's background and writings before his presentation.

Program

A. Institute grade span, size, and duration

1. Grade span (19)

Generally, those with a large grade span would decrease it. Nine would decrease their grade spread, four would increase it, and six would keep it the same. Only three directors who conducted a K-12 institute would repeat it. The rest would either decrease the spread or have some separate courses for elementary and secondary teachers.

2. Size

Most directors thought the number of participants in their institute represented an ideal size. The central mode across all institutes was 30-40 participants. One stated, "The number of participants is of no consequence if the teacher-student ratio is around 1 to 10: (which is the median ratio among all institutes).

3. Duration

Directors generally agreed that 6 to 7 weeks during the summer was optimum because of such factors as the availability of participants, commitments of faculty, the necessity for summer vacations, and institute fatigue. Twelve directors who opened their institutes in June recommended a later starting date to give teachers a "breather" between the end of the school year and the beginning of the institute.

B. Instructional organization:

1. Coursework and related activities (59)

Institutes averaged 30 scheduled hours per week, 15 in didactic instruction and 15 in related activities. All institutes had at least one course or instructional unit in Sociology, Psychology, and Curriculum or Materials. The typical Sociology course consisted of Urban, Rural or General Sociology of the Disadvantaged, with some modifications such as Anthropology, or Literature as a Source of Understanding. Most Psychology courses dealt with psychological foundations of the disadvantaged with such variations as: Diagnosis of Learning Difficulties, Guidance, Mental Health, and the Psychology of Reading. Curriculum or Materials courses centered on the teaching-learning factors of the disadvantaged, such as, Readings for Disadvantaged Children, Remedial Reading, Linguistics, and the teaching of English, Social Studies, Math or any one specific content area to disadvantaged youth.

The other half of the scheduled time was dominated by some form of involvement activity with disadvantaged children, their parents, or fellow teachers in the institute. The most direct involvement experiences included supervised classroom teaching, obervation, and field trips; case studies of individuals, groups, or families; individual or small group tutoring; team-teaching; role-playing; T-group discussion; laboratory demonstration; and home visits. A somewhat lesser degree of personal involvement was also evidenced in such instructional units as: conferences with faculty, community power studies, curriculum projects, construction of teaching materials, and independent study or research.

Twenty-four directors commented on the use of new teaching materials. Seven expressed appreciation for such things as films, programmed materials, transparencies, individual laboratory kits, tapes, newer books and readers, and techniques for group interaction. Six reported that the development of new materials by participants was a unique feature. Three indicated that having teachers bring to the institute and demonstrate material that they had developed or found effective was most beneficial. Eight thought that the materials available were inadequate or that they would spend more time in another institute developing their own materials.

2. Practicum (47)

Twenty-four directors expressed the need for more practice teaching under supervision, stressing the communication problems in the teaching-learning process, and more demonstrations of effective teaching practices. Typical recurring comments were: "need children who are really disadvantaged," "demonstration classes were too artificial," "lack of superior master teachers, specialists, and supervisors," and "lack of teaching centers on campus." Fourteen stated that the intense supervised practicum was a definite strength in their institute, and attributed its success to the quality of the supervisors, the use of school facilities, of working within the context of small group teaching. Nine were appreciative of the cooperation afforded by a preschool program in Head Start, a desegregation program, a Community Action or other O.E.O. program, or any privately operated program for disadvantaged youth. Only one director thought there was "too much observation for experienced teachers."

3. Field trips (30)

Even though the average was one field trip per week, twenty-two directors stated that there were not enough of the type needed. What they seemed to advocate were fewer field trips with more depth, closer coordination and advance planning with community agencies, better supervision, and more effective matching of field trips and didactic theory.

Five stressed the importance of more effective supervision in unifying field trips with interviews, home visits, and research surveys. Three wanted a greater variety of field experiences.

4. Scheduling of participants' time and the necessity of continuous evalutations (49)

Thirty-four criticized the overstructuring of participants' schedules, leaving insufficient time for reading, study, research, informal seminars, small group work, or social activities. Most favored "trying to cover less but in more depth." Fifteen others, and many of the above, stated that built-in flexibility contributed to the success of their institute. All recommended some form of continuous evaluation or feed-back, such as participant representatives meeting regularly with the institute staff, weekly diaries or logs, or informal feed-back through seminar discussions. But most indicated that such evaluations must result in curriculum changes during the institute if they are to be worthwhile.

5. Communications (43)

Thirty-eight directors expressed some lack of communication both before and during the institute with participants, staff, lecturers, outside agencies, or different components of the program. The need for advanced distribution of reading lists and statements of specific objectives, more thorough pre-planning and orientation, more small group discussion and integrating seminars, and better over-all coordination of all facets of the program was made abundantly clear.

Five stated that the success of their institute was a result of the close communication among staff and participants. One attributed his success to "having a staff which have been totally involved with the plans of the institute from the start."

6. Content vs. methodology, and the need for interdisciplinary integration

Thirty-eight directors discussed the content vs. method issue, 25 advocating "integration,""balance," or "interaction" between the two, with such phrases as "practicum should be illustrative of theory." Six would emphasize more academic substance, six more teaching skills, and one concluded that "content vs. methods depends on the experiences of the participants."

Twenty-three directors discussed the need for a broader interdisciplinary approach in teacher education, with such phrases as "integration of field work, supervised teaching, demonstration classes, and course work; each demanding experts in different areas." Two said that the major weakness of their institute was "insufficient interdisciplinary integration."

CONCLUSION

In this first summer of NDEA Institutes for Teachers of Disadvantaged Youth, 61 directors found 61 varieties of approaches to the challenge in the NDEA legislation: "to offer a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth." None was content that he had found the answer. All were stimulated by the experience, and most suggested substantial modifications for future institute programs. The variance in their approaches and the range of their recommendations indicates that NDEA Institutes are, indeed, something quite different from the regular summer teaching education programs, and supports the contention that we do not yet have a universally accepted model for the education of teachers of disadvantaged youth.

But if a synthesis is to be drawn, it is the opinion of the authors that institute directors fundamentally agree on the characteristics which distinguish NDEA Institutes from regular university summer courses, and on the basic necessities for successful teacher education programs for the disadvantaged. Directors' recommendations tended to support the original description of the "Distinguishing Characteristics of an Institute" as stated in NDEA, Title XI, Institutes for Advanced Study, A Manual for the Preparation of Proposals, Summer 1966, Academic Year 1966-67. There also was substantial agreement that successful programs for teachers of disadvantaged youth should include the following concepts in various organizational patterns.

1. Communication and cooperation among all staff involved is vital—from the planning stages through the completion of the program.

2. Careful attention must be given to the selection of participants, since the success of the program depends as much on the intellectual ability and motivation of its students as on the knowledge and energy of its faculty.

3. Both staff and students should understand the objectives of the program and engage in continuous evaluation, which should result in actual curricular organizational adjustments during the course of the program.

4. Some supervised continuous involvement with disadvantaged youth is essential. The proportion of didactic content and theory to practicum will vary according to the objectives of the program, the abilities of the faculty, and the availability of facilities. However, too much of one, or an inadequate integration of the two seriously weakens the net effectiveness of the program.

APPENDIX K

RESPONSES TO QUESTIONNAIRES

Legend: N.A.—No answer
1 —Applies to Program
2 —Important in Program
3 —Key Item in Program

		N = 61 NDEA[1] Institutes	N = 89 School Systems	N = 59 Colleges & Universities	N = 209 Overall Average
		%	%	%	%
I. RATIONALE OF PROGRAM					
A. FOCUS: PREPARATION OF SCHOOL PERSONNEL FOR WORKING:					
1. In urban areas characterized by low family income, substandard and overcrowded housing, and other evidences of economic deprivation					
	N.A.	16	11	17	14
	APPLIES	84	89	83	86
2. In rural communities					
	N.A.	66	94	58	76
	APPLIES	34	6	42	24
3. With migratory workers					
	N.A.	89	97	83	90
	APPLIES	11	3	17	10
4. With various ethnic groups					
a. Indians	**N.A.**	89	92	80	88
	APPLIES	11	8	20	12
b. Spanish-speaking Americans	**N.A.**	61	47	59	55
	APPLIES	39	53	41	45

---

[1] NDEA—National Defense Education Act

		N = 61	N = 89	N = 59	N = 209
		NDEA Institutes	Schools	Colleges	Average
		%	%	%	%
c. Negroes	N.A.	29	8	34	22
	APPLIES	71	92	66	78
d. Orientals	N.A.	96	89	90	91
	APPLIES	4	11	10	9
e. Other	N.A.	74	55	85	69
	APPLIES	26	45	15	31

B. PURPOSE

		NDEA Institutes	Schools	Colleges	Average
1. Curriculum development and revision	N.A.	29	27	31	29
	1	34	34	32	33
	2	30	23	25	26
	3	7	16	12	12
2. Development/improvement instructional skills, techniques materials					
	N.A.	2	6	4	4
	1	20	29	27	26
	2	28	29	42	33
	3	50	36	27	37
3. Understanding culture and life conditions of various disadvantaged groups					
	N.A.	–	9	3	5
	1	6	28	24	21
	2	42	32	32	34
	3	52	31	41	40
4. Attitudinal and behavioral change of enrollees					
	N.A.	–	14	7	8
	1	16	33	32	28
	2	17	19	25	20
	3	67	34	36	44

		N = 61 NDEA Institutes	N = 89 Schools	N = 59 Colleges	N = 209 Average
		%	%	%	%
5. Research	N.A.	70	67	54	65
	1	23	22	29	24
	2	7	5	12	7
	3	–	6	5	4
6. Other	N.A.	81	83	81	82
	1	8	13	14	11
	2	3	1	2	2
	3	8	3	3	5

II. ORGANIZATIONAL DATA

A. LENGTH AND TIME OF PROGRAM

1. Number of hours per week

N.A.	14	38	44	32
1-9	2	33	9	17
10-19	–	5	4	4
20-29	8	12	16	11
30-39	42	8	13	20
40-49	30	1	12	12
50 and over	4	3	2	4

2. Number of weeks of operation

N.A.	6	60	49	41
1-9	94	32	42	52
10-19	–	7	7	5
Over 20	–	1	2	2

3. Number of months of operation
(if of long duration)

N.A.	97	70	74	77
1-9	3	9	12	9
10-19	–	19	10	11
Over 20	–	2	4	3

	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
4. Held during summer 1965				
N.A.	6	69	42	43
YES	94	31	58	57
5. If on-going program, date when it started operation				
N.A.	97	52	49	64
1932	–	–	2	1
1933	–	–	2	1
1942	–	1	–	1
1954	–	–	2	1
1957	–	–	2	1
1959	–	3	2	2
1960	–	6	2	3
1961	–	3	–	1
1962	–	2	2	1
1963	–	10	8	6
1964	–	14	12	9
1965	3	9	17	9
B. NUMBER AND TYPE OF ENROLLEES				
1. Total enrollment[2]				
N.A.	–	18	2	8
Under 20 years of age	2	12	12	9
20-29	6	10	12	9
30-39	33	10	20	20
40-49	35	1	8	13
50-59	12	5	15	9
60-69	10	5	3	6
70 and over	2	39	28	26

---

[2] The total enrollment was 23,109, with "No Answer" of 9%. Since the N.A. was larger for the typology of enrollment, the total for various types of enrollees is smaller than the over-all total. Extrapolation of 23,109 (91% response) gives an estimated 25,395.

2. Type of enrollees

		#	%
a.	Teachers	15,073	73
b.	Administrators	2,157	10
c.	Counselors, social workers, psychologists	604	3
d.	Other school personnel	2,993	14
	Total:	20,827	

C. SELECTION OF ENROLLEES

1. Criteria for eligibility and/or selection

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
a. Academic record					
	N.A.	31	90	49	61
	YES	69	10	51	39
b. Experience with disadvantaged					
	N.A.	16	58	68	49
	YES	84	42	32	51
c. Appointment to work with disadvantaged					
	N.A.	8	45	56	37
	YES	92	55	44	63
d. Apparent committment to goals of program					
	N.A.	12	46	29	31
	YES	88	54	71	69
e. Superior's recommendation					
	N.A.	6	49	29	38
	YES	94	51	47	62
f. Other	N.A.	59	64	63	62
	REPLIES	41	36	37	38

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
2. Procedures for selection of enrollees					
a. Application form					
	N.A.	4	62	22	34
	YES	96	38	78	66
b. Essay revealing interests, values, and personality					
	N.A.	51	94	80	78
	YES	49	6	20	22
c. Interviews					
	N.A.	83	71	42	66
	YES	17	29	58	34
d. References					
	N.A.	23	74	54	54
	YES	77	26	46	46
e. Other	N.A.	74	67	64	68
	YES	26	33	36	32
D. PROFESSIONAL STAFF WORKING DIRECTLY WITH ENROLLEES					
1. Total staff	N.A.	4	22	23	17
	1-9	45	53	46	49
	10-19	39	8	19	20
	20-29	7	7	7	6
	30-39	2	3	2	3
	Over 40	3	7	3	5

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
2. Full-time staff					
a. Percent	N.A.	5	42	17	24
	1-9	88	47	73	66
	10-19	5	5	5	5
	20-29	–	2	3	2
	30-39	–	–	–	–
	Over 40	2	4	2	3
b. Number	N.A.	3	37	10	50
	1-9	252	121	129	502
	10-19	32	47	32	111
	20-29	–	42	52	94
	30-39	–	–	–	–
	Over 40	40	1161	44	1245
	Totals:	324	1371	257	1952

3. Ratio full-time staff to enrollees[3]

One full-time staff person to every 9.8 enrollees (approximately 1 to 10)

E. CREDIT

1. Is credit given for completion of program?

	NDEA	Schools	Colleges	Average
N.A.	3	7	5	5
YES	93	31	80	63
NO	4	62	15	32

---

[3] This figure is based upon the extrapolation of 23,109 enrollees (91% response) to 25,395 enrollees, and the extrapolation of 1,952 staff (76% response) to 2,569.

	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
a. Toward salary increment				
N.A.	63	73	80	68
YES	37	27	20	32
b. Toward degree				
N.A.	32	90	44	60
YES	68	10	56	40

F. FINANCING

Total budgets[4]	NDEA	$ 2,775,980.00
	SCHOOLS	14,340,376.00
	COLLEGES	2,398,107.00
	Total:	$19,544,463.00
Per capita cost[5] (rough approximation)		$ 1,131.00

G. TRAINING OF SUB-PROFESSIONALS (such as teacher-aides)

Do you train sub-professionals to work with the disadvantaged?

	NDEA	Schools	Colleges	Average
N.A.	2	16	10	11
YES	9	42	17	25
NO	89	42	73	64

---

[4] Of 209 programs reporting 64 (32%) did not reply to this question.

[5] This figure is based on the extrapolation of the total budgets from $19,544,000 (68% response) to $28,742,000 and the extrapolated total enrollment from 23,109 (91% response) to 25,395.

	N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
III. INSTRUCTIONAL CONTENT				
A. UNDERSTANDING DISADVANTAGED CHILDREN AND YOUTH				
1. Culture and traditions of various disadvantaged groups				
a. In general				
N.A.	4	32	22	21
1	49	38	37	41
2	25	20	27	24
3	22	10	14	14
b. For those groups with which majority of enrollees will be working				
N.A.	9	25	19	19
1	14	24	20	20
2	22	27	17	23
3	55	24	44	38
2. Life conditions of economically deprived				
a. The world over				
N.A.	62	75	69	70
1	36	20	31	28
2	2	4	–	2
3	–	1	–	–
b. For those groups with which majority of enrollees will be working				
N.A.	3	16	10	11
1	27	37	25	31
2	25	27	31	27
3	45	20	34	31

	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
3. How environmental conditioning may affect:				
a. Hopes and expectations				
N.A.	3	12	11	9
1	19	38	32	31
2	35	27	32	31
3	43	23	25	29
b. Self-image				
N.A.	1	10	7	7
1	11	29	29	24
2	30	23	35	28
3	58	38	29	41
c. Communication skills				
N.A.	–	9	2	4
1	2	24	27	19
2	32	21	34	28
3	66	46	37	49
d. Variety of behavior patterns				
N.A.	2	14	6	9
1	17	30	31	26
2	37	35	36	35
3	44	21	27	30
4. How accepting or rejecting attitudes of teachers, often at unconscious level, may affect motivation and learning of children and youth				
N.A.	–	12	5	7
1	6	19	27	18
2	23	25	22	23
3	71	44	46	52

		N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
5. Other	N.A.	92	92	93	92
	1	3	4	4	3
	2	–	1	–	1
	3	5	3	3	4
B. SITUATIONAL FACTORS OF CONCERN TO TEACHERS					
1. Family life	N.A.	–	13	5	7
	1	24	39	37	35
	2	30	33	34	32
	3	46	15	24	26
2. Peer groups	N.A.	11	20	12	15
	1	26	40	39	36
	2	40	23	35	31
	3	23	17	14	18
3. Social structure and stratification					
	N.A.	4	25	12	15
	1	26	45	34	37
	2	32	19	39	28
	3	38	11	15	20
4. Community organization					
	N.A.	2	33	22	21
	1	38	36	44	39
	2	45	16	25	27
	3	15	15	9	13
5. School-community relations					
	N.A.	4	15	15	12
	1	13	36	42	31
	2	46	30	24	33
	3	37	19	19	24

		N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
6. Group process					
	N.A.	12	23	17	23
	1	33	30	46	35
	2	30	22	20	24
	3	25	13	17	18
7. Analysis of social conflict					
	N.A.	12	47	31	32
	1	46	38	39	41
	2	20	8	20	15
	3	22	7	10	12
8. Youth in an era of rapid technological change					
	N.A.	25	45	27	34
	1	36	30	42	35
	2	25	13	19	18
	3	15	12	12	13
9. Other	N.A.	89	97	90	92
	1	5	3	7	5
	2	3	–	–	1
	3	3	–	3	2
C. PROFESSIONAL COMPETENCE OF TEACHERS OF THE DISADVANTAGED					
1. The need for understanding self as essential to understanding and relating to others					
	N.A.	–	12	10	8
	1	17	39	32	31
	2	26	24	29	26
	3	57	25	29	35

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
2. The need for developing ego strength so as to deal effectively with the wide variety of environmentally conditioned behavior	N.A.	8	20	17	15
	1	29	44	37	38
	2	28	17	31	24
	3	35	19	15	23
3. Self insights as to gratifications and unique satisfactions each individual seeks from teaching	N.A.	7	26	15	17
	1	45	37	46	42
	2	18	21	20	20
	3	30	16	19	21
4. Other	N.A.	89	93	96	93
	1	–	6	–	2
	2	3	–	2	2
	3	8	1	2	3
D. CONCEPTUAL FRAMEWORK					
1. The interests-and-needs approach	N.A.	6	25	14	16
	1	30	23	30	27
	2	38	37	34	37
	3	26	15	22	20

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
2. The evolving curriculum based on day-to-day experience	N.A.	12	29	25	23
	1	27	28	44	32
	2	30	25	21	25
	3	31	18	10	20
3. Strategies for developing values consistent with the needs of present-day democratic society	N.A.	7	28	15	19
	1	30	31	34	31
	2	42	24	36	32
	3	21	17	15	18
4. Strategies for bringing about behavior changes consonant with such values	N.A.	11	31	15	21
	1	23	35	27	29
	2	43	19	39	32
	3	23	15	19	18
5. Use of symbolism in instructional materials	N.A.	34	55	32	42
	1	30	25	37	30
	2	20	12	17	16
	3	16	8	14	12

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
6. Emphasis upon discovery by children through experiments and problem solving as opposed to being told					
	N.A.	6	24	15	16
	1	15	30	34	27
	2	23	17	25	21
	3	56	29	26	36
7. Attention to individual growth patterns					
	N.A.	4	20	4	11
	1	21	36	41	33
	2	22	18	36	24
	3	53	26	19	32
8. Concept that every teacher is also a counselor					
	N.A.	21	18	20	20
	1	32	43	63	45
	2	28	27	8	22
	3	19	12	9	13
9. Other	N.A.	92	97	95	94
	1	2	1	2	2
	2	4	–	–	2
	3	2	2	3	2
E. INSTRUCTIONAL TECHNIQUES					
1. Team teaching	N.A.	29	56	42	44
	1	25	28	31	28
	2	27	7	17	15
	3	19	9	10	13

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
2. Teacher-pupil planning and evaluation	N.A.	24	39	17	29
	1	30	33	49	36
	2	30	12	22	20
	3	16	16	12	15
3. Establishing the work climate	N.A.	17	29	20	23
	1	27	28	36	30
	2	18	20	25	21
	3	38	23	19	26
4. Field trips	N.A.	7	27	15	18
	1	32	39	37	37
	2	26	20	24	23
	3	35	14	24	22
5. Project-centered learning					
	N.A.	37	42	20	35
	1	21	34	43	33
	2	25	17	20	20
	3	17	7	17	12
6. Committee activity and special assignments	N.A.	24	47	27	35
	1	30	36	49	38
	2	25	9	15	15
	3	21	8	9	12
7. Discussion techiques					
	N.A.	9	24	10	16
	1	20	36	44	34
	2	30	16	32	24
	3	41	24	14	26

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
8. Programmed teaching					
	N.A.	52	67	56	60
	1	36	25	37	31
	2	10	6	5	7
	3	2	2	2	2
9. Role playing					
	N.A.	20	36	29	30
	1	33	41	42	39
	2	22	17	17	18
	3	25	6	12	13
10. Structured and dramatic presentations	N.A.	41	48	46	45
	1	26	34	30	30
	2	23	11	12	15
	3	10	7	12	10
11. Films, television and other media	N.A.	14	24	15	18
	1	35	44	49	43
	2	23	20	19	21
	3	28	12	17	18
12. Other	N.A.	84	83	85	84
	1	–	17	10	10
	2	1	–	–	–
	3	15	–	5	6

F. INSTRUCTIONAL MATERIALS

		NDEA	Schools	Colleges	Average
1. Testing existing materials					
	N.A.	27	50	29	37
	1	38	31	46	37
	2	22	11	17	16
	3	13	8	8	10

		N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N= 209 Average %
2. Developing new materials					
	N.A.	24	40	20	30
	1	28	26	46	32
	2	16	16	15	16
	3	32	18	19	22
3. Other	N.A.	86	90	85	87
	1	4	10	12	9
	2	3	–	3	2
	3	7	–	–	2
G. SPECIAL SUBJECT MATTER ENROLLEES ARE BEING PREPARED TO TEACH					
1. Reading	N.A.	39	51	44	46
	1	23	27	32	27
	2	15	7	5	9
	3	23	15	19	18
2. English as a foreign language					
	N.A.	91	86	80	86
	1	3	7	15	8
	2	3	2	–	2
	3	3	5	5	4
3. Modern foreign languages					
	N.A.	96	91	80	89
	1	2	9	15	9
	2	–	–	3	1
	3	2	–	2	1

			N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
4.	Social studies	N.A.	54	68	39	56
		1	31	25	46	32
		2	7	2	10	6
		3	8	5	5	6
5.	Science	N.A.	71	75	46	66
		1	19	19	44	26
		2	7	2	7	5
		3	3	4	3	3
6.	Mathematics	N.A.	65	65	44	59
		1	18	24	42	27
		2	12	–	9	6
		3	5	11	5	8
7.	Geography	N.A.	84	85	63	79
		1	11	14	32	18
		2	3	1	3	2
		3	2	–	2	1
8.	Educational media					
		N.A.	87	84	71	81
		1	7	9	22	12
		2	4	5	2	4
		3	2	2	5	3
9.	Other	N.A.	79	82	66	76
		1	11	17	29	19
		2	–	1	–	1
		3	10	–	5	4

	N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
IV. INSTRUCTIONAL PROCESS				
A. SPECIFIC PROCEDURES				
1. Lectures by visitors				
N.A.	–	32	10	16
1	24	45	46	39
2	41	13	25	25
3	35	10	19	20
2. Lectures by program faculty				
N.A.	4	36	17	21
1	16	35	29	28
2	27	16	37	25
3	53	13	17	26
3. General discussion				
N.A.	3	13	–	7
1	24	42	37	35
2	40	16	32	27
3	33	29	31	31
4. Small group disucssion				
N.A.	3	14	5	9
1	10	29	27	23
2	33	24	34	29
3	54	33	34	39
5. Group conseling sessions				
N.A.	47	63	56	57
1	28	18	34	25
2	12	14	5	11
3	13	5	5	7

		N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
6. T-groups for self-awareness					
	N.A.	72	79	78	77
	1	10	15	12	12
	2	8	4	7	6
	3	10	2	3	5
7. Field trips for observation of community	N.A.	6	46	18	27
	1	29	28	41	32
	2	33	19	22	24
	3	32	7	19	17
8. Field experience with involvement in community affairs					
	N.A.	42	66	49	55
	1	13	18	24	18
	2	10	9	12	10
	3	35	7	15	17
9. Field experience in teaching					
	N.A.	35	73	47	54
	1	13	15	17	15
	2	12	4	9	8
	3	40	8	27	23
10. Practicum (closely supervised teaching and/or counseling)					
	N.A.	43	74	46	58
	1	5	7	10	7
	2	15	4	10	9
	3	37	15	34	26

			N = 61	N = 89	N = 59	N = 209
			NDEA	Schools	Colleges	Average
			%	%	%	%
11.	Home visits	N.A.	40	57	59	53
		1	16	21	24	21
		2	27	16	10	17
		3	17	6	7	9
12.	Case studies	N.A.	38	59	39	47
		1	27	24	44	31
		2	20	11	12	14
		3	15	6	5	8
13.	Research	N.A.	59	63	51	58
		1	23	27	29	26
		2	15	8	10	11
		3	3	2	10	5
14.	Reports of reading					
		N.A.	29	52	34	40
		1	31	30	44	34
		2	22	15	12	16
		3	18	3	10	10
15.	Preparation of papers					
		N.A.	22	76	42	51
		1	37	15	29	25
		2	23	7	20	15
		3	18	2	9	9
16.	Preparation of daily log					
		N.A.	63	76	66	70
		1	15	17	19	17
		2	8	7	7	7
		3	14	–	8	6

		N = 61	N = 89	N = 59	N = 209
		NDEA	Schools	Colleges	Average
		%	%	%	%
17. Individual conferences					
	N.A.	17	48	19	31
	1	33	27	32	30
	2	33	15	29	24
	3	17	10	20	15
18. Scheduled study time					
	N.A.	60	85	73	75
	1	23	14	20	18
	2	17	1	5	7
	3	–	–	2	–
19. Free time for socializing and recreation	N.A.	19	76	54	54
	1	46	23	31	31
	2	27	–	12	11
	3	8	1	3	4
20. Other	N.A.	89	87	76	84
	1	3	12	12	10
	2	1	1	3	2
	3	7	–	9	4

V. METHODS OF PROGRAM EVALUATION USED

A. FEED-BACK FROM ENROLLEES DURING PROGRAM

1. Written	N.A.	3	34	19	21
	YES	97	66	81	79
2. Discussion	N.A.	2	13	12	10
	YES	98	87	88	90

		N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
3. Faculty present?					
	N.A.	8	35	10	20
	YES	84	56	85	72
	NO	8	9	5	8
4. Is feed-back an important consideration in developing program?	N.A.	4	12	9	9
	YES	94	82	86	87
	NO	2	6	5	4
B. PLAN FOR FOLLOW-UP WITH ENROLLEES AFTER PROGRAM					
1. Personal contracts					
	N.A.	31	38	37	37
	YES	69	62	63	64
2. Letter or questionnaire					
	N.A.	23	66	58	51
	YES	77	34	42	49
3. Class visitation					
	N.A.	61	48	64	56
	YES	39	52	36	44
4. Group reunion	N.A.	54	76	71	68
	YES	46	24	29	32
5. Other	N.A.	89	90	80	87
	REPLIES	11	10	20	13

		N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
6. Is follow-up an important consideration for future program development?					
	N.A.	12	26	19	20
	YES	86	70	69	74
	NO	2	4	12	6
C. EVALUATION OF PROFESSIONAL STAFF					
1. Written	N.A.	39	54	51	49
	YES	61	46	49	51
2. In staff meetings					
	N.A.	4	29	32	23
	YES	96	71	68	77
3. Is staff evaluation an important consideration in developing program?					
	N.A.	1	21	25	17
	YES	99	79	75	83
	NO	–	–	–	–

APPENDIX L

RELATIVE IMPORTANCE OF INSTRUCTIONAL CONTENT AREAS (FORM B)

Percent of those who judge items important, i.e., double checked or triple checked.

	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
III. INSTRUCTIONAL CONTENT				
A. UNDERSTANDING DISADVANTAGED CHILDREN AND YOUTH				
1. Culture and traditions of various disadvanted groups				
a. In general	47	30	41	38
b. For those groups with which majority of enrollees will be working	77	51	61	61
2. Life conditions of economically deprived				
a. The world over	2	5	–	2
b. For those groups with which majority of enrollees will be working	70	47	65	58
3. How environmental conditioning may affect:				
a. Hopes and expectations	78	50	57	60
b. Self image	88	61	64	69
c. Communication skills	98	67	71	77
d. Variety of behavior patterns	81	56	63	65

	Per cent double checked or triple checked			
	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
4. How accepting or rejecting attitudes of teachers, often at unconscious level, may affect motivation and learning of children and youth	94	69	68	75
5. Other	5	4	3	5
B. SITUATIONAL FACTORS OF CONCERN TO TEACHERS				
1. Family life	76	48	58	58
2. Peer groups	63	40	49	49
3. Social stratification	70	30	54	48
4. Community organization	60	31	34	40
5. School-community relations	83	49	43	57
6. Group process	55	35	37	42
7. Analysis of social conflict	42	15	30	27
8. Youth in an era of technological change	40	25	31	31
9. Other	6	–	3	3
C. PROFESSIONAL COMPETENCE OF TEACHERS OF THE DISADVANTAGED				
1. The need for understanding self as essential to understanding and relating to others	83	49	58	61

	Per cent double checked or triple checked			
	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
2. The need for developing ego strength so as to deal effectively with the wide variety of environmentally conditioned behavior	63	36	46	47
3. Self insights as to gratifications and unique satisfactions each individual seeks from teaching	48	37	39	41
4. Other	11	1	4	5
D. CONCEPTUAL FRAMEWORK				
1. The interests-and-needs approach	64	52	56	57
2. The evolving curriculum based on day-to-day experience	61	43	31	45
3. Strategies for developing values consistent with the needs of present-day democratic society	63	41	51	50
4. Strategies for bringing about behavioral changes consonant with such values	66	34	58	50
5. Use of symbolism in instructional materials	36	20	31	28

	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
6. Emphasis upon discovery by children through experiments and problem solving as opposed to being told	79	46	51	57
7. Attention to individual growth patterns	75	44	55	56
8. Concept that every teacher is also a counselor	47	39	17	35
9. Other	6	2	3	4
E. INSTRUCTIONAL TECHNIQUES				
1. Team teaching	46	16	27	28
2. Teacher-pupil planning and evaluation	46	28	34	35
3. Establishing the work climate	56	43	44	47
4. Field trips	61	34	48	45
5. Project-centered learning	42	24	37	32
6. Committee activity and special assignments	46	17	24	27
7. Discussion techniques	71	40	46	50
8. Programmed teaching	12	8	7	9
9. Role playing	47	23	29	31

	Per cent double checked or triple checked			
	N = 61	N = 89	N = 59	N = 209
	NDEA	Schools	Colleges	Average
	%	%	%	%
10. Structured and dramatic presentation	33	18	24	25
11. Films, television and other media	51	32	36	39
12. Other	6	–	5	6
F. INSTRUCTIONAL MATERIALS				
1. Testing existing materials	35	19	25	26
2. Developing new materials	48	34	34	38
3. Other	10	–	3	4
G. SPECIAL SUBJECT MATTER ENROLLEES ARE BEING PREPARED TO TEACH				
1. Reading	38	22	24	27
2. English as a foreign language	6	7	5	6
3. Modern foreign languages	2	–	5	2
4. Social studies	15	7	15	12
5. Science	10	6	10	8
6. Mathematics	17	11	14	14

	N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
7. Geography	5	1	5	3
8. Educational media	6	7	7	7
9. Other	10	1	5	5
IV. INSTRUCTIONAL PROCESS				
A. SPECIFIC PROCEDURES				
1. Lectures by visitors	76	23	44	45
2. Lectures by program faculty	80	29	54	51
3. General discussion	73	45	63	58
4. Small group discussion	87	57	68	68
5. Group counselling sessions	25	19	10	18
6. T-group for self awareness	18	6	10	11
7. Field trips for observation of community	65	26	41	41
8. Field experience with involvement in Community	45	16	27	27
9. Field experience in teaching	52	12	36	31
10. Practicum (closely supervised teaching and/or counselling)	52	19	44	35
11. Home visits	44	22	17	26

	N = 61 NDEA %	N = 89 Schools %	N = 59 Colleges %	N = 209 Average %
12. Case studies	35	17	17	22
13. Research	18	10	20	16
14. Reports of reading	40	18	22	26
15. Preparation of papers	41	9	29	24
16. Preparation of daily log	22	7	15	13
17. Individual conferences	50	25	49	39
18. Scheduled study time	17	1	7	7
19. Free time for socializing and recreation	35	1	15	15
20. Other	8	1	12	6